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CS 001 874

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Citrus Heights, California.

**INSTITUTION** San Juan Unified School District, Carmichael, Calif.

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Summaries of 222 Selected Programs"

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**IDENTIFIERS** \*Effective Reading Programs; Right to Read

**ABSTRACT**

This program, included in "Effective Reading Programs...", serves an unselected cross section of 793 students in K-6. The program is designed to provide classroom teachers with information about the needs and progress of each student in order to enable teachers to diagnose reading problems and prescribe activities to correct them. The major components of the program are behavioral objectives, criterion-referenced tests, individual and group records, and a materials retrieval system. The behavioral objectives cover the following seven major skills areas: word recognition, phonetic analysis, structural analysis, comprehension, word meaning, study skills, and literary skills. Criterion-referenced tests are provided for each objective within each level. The system also uses a pupil record form for tracking pupil progress. The profile consists of a summary of the child's progress within the seven skills areas and a complete listing of the objectives, by levels, for the entire program. A retrieval system codes worksheets, tapes, games, records, filmstrips, and other materials according to the objectives they teach and enables the teacher to select appropriate instructional materials for each objective. (WR)

ED106822

SAN JUAN UNIFIED SCHOOL DISTRICT  
Elementary Schools Division  
Carmichael, California

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A Description of the History, Development and  
Implementation of a  
READING INSTRUCTIONAL MANAGEMENT SYSTEM

In the Fall of 1970 an analysis was made by the Research and Evaluation Department of six elementary schools in San Juan Unified School District that made notable improvement in their primary reading programs in terms of achievement scores from 1966-1969. The following factors were identified as common to all six:

1. The Principal and/or Reading Specialist actively managed the total school reading program guaranteeing continuity and appropriateness of instruction for pupils and individualized help (in-service) for teachers.
2. There was a clearly stated school philosophy that all children can learn to read and it was the staff's responsibility to help them learn.
3. There was careful, on-going analysis of pupil progress in reading.
4. The pupil-teacher ratio was lowered as much as possible with early-late scheduling and volunteer aides.
5. Reading instruction was taught on a group plan with much flexibility in pacing and meeting individual skill needs.
6. Formal reading was introduced in the Kindergarten when a child or group was ready for it and reading-readiness programs were specific and formal for all students.

Further study indicated an absence of these factors in district schools that had not made significant gains in their reading programs as indicated by the standardized test scores.

Coincidentally in February of '71, the State Board of Education informed each superintendent in the state about a reading program in Los Angeles that it had been following for three years. This was the Haddon Avenue School Program that had been developed by Dr. Grace Ransom from U.S.C. This report was shared with the elementary school principals. Several expressed interest in the possibility of developing such a program here because their staffs were already trying to move in this direction. It was learned that the Kirk School in Fresno had developed a program from the Haddon Avenue model and several principals and teachers visited this program.

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During the 1970-71 school year, San Juan Unified School District, Elementary Division, made plans to establish three reading instruction management system models embodying the elements that had been identified in the study. The models would have clearly identifiable elements that could be copied, modified, and applied in any school in the district. They would provide a basis for curriculum management that could eventually be applied to any other curriculum area. They would provide a setting in which ongoing in-service for administrators and teachers would be possible.

This project provided an opportunity for a school staff to develop a reading instruction management system that would guarantee:

for Students: -

- Success in reading on a continuous progress plan.

for Parents: -

- Specific and complete information on the reading achievement of their child at any time.

for Teachers: -

- A statement in behavioral terms of the objectives of instruction for each student.
- Accurate placement of each student.
- Regular on-going assessment of student learning.
- The means for supplemental instruction on objectives which a child has not mastered.

for Principals: -

- Specific and complete information on the reading achievement of any student at any time.
- Accurate information on which to base decisions about purchasing materials, assignment of personnel, and in-service needs of personnel.
- A base-line scope and sequence of reading skills that would ensure articulation from one teacher to the next teacher, or from one year to the next year.
- A reading system that is clearly articulated; universally understood by parents, students, and teachers; and is not dependent upon the knowledge and expertise of any one individual.

## ELEMENTS OF THE SYSTEM:

The Reading Instruction Management System has basic curriculum elements and management elements.

### I. Curriculum Elements.

#### A. MINIMUM BEHAVIORAL OBJECTIVES (Wall chart and level by level package.)

A wall chart showing a scope and sequence of objectives based upon minimum expectation for each level of instruction, and a package of those objectives level by level.

#### B. CRITERION TESTS.

Criterion referenced tests for the seven units of objectives.

#### C. PUPIL RECORD FORM (Pupil Profile).

A record form for tracking pupil progress.

#### D. GROUP RECORD FORM.

A record form for planning the instruction for a classroom group.

#### E. RETRIEVAL SYSTEM.

Worksheets, tapes, and games coded to the objectives.

### Curriculum Element Elaboration:

Following is a more detailed description of each curriculum element of the reading system in terms of its evolution and intended use.

#### A. Minimum Behavioral Objectives (Wall chart and terminal objectives by level).

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It was a studied decision during the first phase of the project to support the classroom teacher by analyzing objectives for the major textbook series in use in the classroom, rather than to create objectives that would necessitate major retraining and in-service of the teachers involved. Therefore, a team of classroom teachers researched all of the Harper and Row materials to abstract from them the major skill areas, and the skills introduced and practiced within the series. The seven major skill areas abstracted for development and evaluation were: Word Recognition, Phonetic Analysis, Structural Analysis, Comprehension, Word Meaning, Study Skills, and Literary Skills. The

A. Minimum Behavioral Objectives (Continued):

objectives for these skills were reviewed, critiqued, and printed by grade level in behavioral terms in large chart format. There were objectives for readiness, pre-primer, primer, and first through sixth grade reader levels. The objectives for each level were printed on 8½ x 11 paper also. Each skill area and each skill objective was given a code number for easy reference and for organization and retrieval of material associated with attainment of each objective. The objectives by reader level are attached in Appendix A.

B. Criterion Tests.

An examination was made of the publisher's achievement testing materials to determine the extent to which each skill identified was evaluated. It was discovered that very few of the objectives were evaluated; furthermore, where they were evaluated, seldom was it done with more than one or two test items. It became necessary to develop Criterion Tests for each objective of the program.

Criterion tests were developed for each objective within each level, beginning with Primer. (Since the readiness and pre-primer criterion tests would have to be administered on a one-to-one oral level, it was determined that criterion tests for these levels would be postponed for a time.)

The format for these criterion tests included (a) the statement of the objective, (b) its filing system code number, (c) directions, and (d) a 10 to 20 item test for the objective. The exception to the number of items on a page occurred in such skills as "reading for the main idea" which generally utilized five items (paragraphs). These criterion tests covered all of the objectives for each level. When compiled, they represented an "achievement" test for a particular book and a readiness test for the next reader level.

The complete test was administered to several groups of children. The information gained from the administration, scoring of the tests, and the recording of the test scores, necessitated numerous format and test item changes as well as revisions of some objectives. These changes were incorporated in a revised set of objectives and criterion tests.

It was further determined that as a means of entry into the Reading Management System, the tests would be called Entry Tests rather than Achievement Tests. This meant that once a child had completed the first reader and his reading instructional level was determined to be at least 2.0, he was ready to take all or part of the Entry Two test.

B. Criterion Tests (Continued):

Each objective or test page is evaluated (scored) separately. On each test page is a box, which when filled in readily indicates whether a child needs more instruction and/or practice on a skill, or whether he has that skill sufficiently mastered. In most cases, an 80 percent score on a criterion test indicated mastery of that skill. Less than 80 percent indicated need for retesting and/or reteaching. A criterion test for entry into Level 6 is attached in Appendix B.

C. Pupil Record Form.

A major problem in a diagnostic/prescriptive program of reading has always been the clerical, record-keeping aspect. It was important that a profile be developed that made it easy to identify the unit(s) (phonetic analysis) and objective(s) that the child had mastered or was currently working on.

The profiles which were developed consist of a front page summary of the child's progress within the seven skill units, and a complete listing of the objectives, by levels, for the entire program. After scoring an Entry Test or any of the Criterion Tests thereafter, mastery or non-mastery is recorded on the profile by dating the appropriate box. This profile would accompany a child during his elementary school years, or during his involvement with the set of objectives. The profile is attached in Appendix C.

D. Group Record Form.

A group record form was developed to aid the classroom teacher in planning instruction from the individual pupil profile for all of the students in a reading group. A sample form is attached in Appendix D.

E. Retrieval System.

One of the initial goals in the development of this system was to offer direction and support to the classroom teacher in his or her endeavor to provide for the individual needs of children. However, it became apparent to all participating that the materials of instruction had to be carefully organized to support this greater individualization.

To meet this need, activity was begun to (1) develop and/or identify games which would introduce or provide practice for a skill, (2) develop and/or construct paper and pencil practice material for each objective in the program, and (3) develop and/or select a teacher directed lesson which would introduce a skill to a child who

## **E. Retrieval System (Continued):**

has demonstrated that he has not mastered it. The latter was considered vitally important. Remediation of a skill cannot be accomplished by providing a child with a dittoed page. There needs to be human, teacher-pupil, oral-aural contact in order to build a skill. However, if every child in a particular classroom were in need of an introduction to a different skill, it would be difficult for the teacher to meet their needs. Therefore, a fourth aspect of the "package" is (4) the identification of tapes, cassettes, records, films, filmstrips, transparencies, and community resources which are tied into a specific skill objective. That is, a concept or skill can be introduced and practiced via some media. The fifth step was to code each activity to its objective and to house all of them in a retrieval center in the school. Each school develops, maintains, refines, and extends its own retrieval system. District in-service credit or extra assignment pay compensates the teachers for their time. In-service is an integral part of the Reading Instruction Management System. A staff must agree to at least sixteen hours of in-service time, a semester for retrieval system development and maintenance.

## **II. Management Elements.**

### **A. GROUP READING RECORD.**

A form showing the students in a particular group and the book in which they are reading.

### **B. PRINCIPAL'S (and Reading Teacher's) BINDER.**

A binder containing a Group Reading Record for each reading group in the school and notes from conferences.

### **C. STUDENT READING RECORD FOLDERS.**

A folder containing the students continuous reading record and achievement tests.

### **D. FLOW CHART.**

A wall chart showing the instructional and teacher placement of all reading groups in the school.

### **E. CONFERENCE SCHEDULE AND PLAN.**

A schedule and plan that provides time at least once a month for team planning of the reading instruction of each student in the school.

## Management Element Elaborations.

Following is a more detailed description of each management element of the reading system.

### A. Group Reading Record.

This form showing the students in a reading group and the book in which they are reading provides the Principal and Reading Teacher with monthly information on the pace and continuity of instruction for each group and student. Page numbers and dates are entered at each conference time. If a student is moved from one group to another, his name is removed from one sheet and added to another. If a new student enters, he is added to the appropriate sheet. The classroom teacher is responsible for making out the forms for each group, for making copies for the Principal and Reading Teacher. The forms are revised and updated at each monthly conference. A sample form is attached in Appendix E.

### B. Principal's (and Reading Teacher's) Binder.

This is a loose-leaf binder containing a Group Reading Record for each reading group in the school. These are arranged by grade level by teacher. There will be approximately four forms from each teacher in a school on an Early-Late organizational plan. A plain sheet of binder paper should be inserted after each group form. The Principal and Reading Teacher will make notes during the conference concerning instructional decisions that will require follow-up. The binder offers the Principal instant access to the reading placement of every student in the school. It provides the Reading Teacher with a placement directory when a student enters the school after the school year has begun.

### C. Student Reading Record Folder.

A folder is assembled for each student apart from the "Cumulative Record" that is usually maintained in the school office. These Reading Record Folders should contain the students' Continuous Reading Record, achievement tests, and individual profile. These are kept in the classroom, filed by reading group, so that the teacher can easily keep them up to date. The teacher brings these up to date folders to each monthly conference. When a student transfers out, his Reading Record Folder should be placed in his Cumulative Record and should be sent to the school he enters. A sample of the Continuous Record Card is attached in Appendix F.

**D. Flow Chart.**

The Principal and/or Reading Teacher will develop a flow chart in the office or wherever conferences are held. Some schools prefer a portable chart. The District provides the basic chart for this purpose. A small piece of colored paper with a teacher's name on it is pinned to the chart to represent each reading group in the school. The number of students in the group is written in the corner. Different colors can be used to highlight different aspects of the school program. The chart provides instant information on the number of groups at any level, the number of books being used at a level, the number of remedial groups in the school, etc.

**E. Conference Schedule and Plan.**

Each school establishes a conference schedule that provides time at least once a month for the Principal, Reading Teacher, and each classroom teacher to plan the reading instruction of each student in the school.

The classroom teacher brings to the conference:

- a. Reading files for each student and group.
- b. The group reading record sheet for each group.
- c. An outline of plans for next month's instruction.
- d. Student profiles and group profiles.

The Principal and Reading Teacher bring their binders.

Through the medium of the conference, the team will ensure that:

- a. Continuous Reading Records are kept up to date.  
Groups Reading Records are up-dated.  
The Flow Chart is up-dated.
- b. Children will not depart from the Harper & Row main strand (or Macmillan) unless for a specific purpose, with the team's agreement, and then only for a specific length of time.
- c. Either a Harper & Row Achievement or Macmillan Mastery Test (whichever one is appropriate) is administered by each teacher and that these tests are filed in the students' reading record folder.

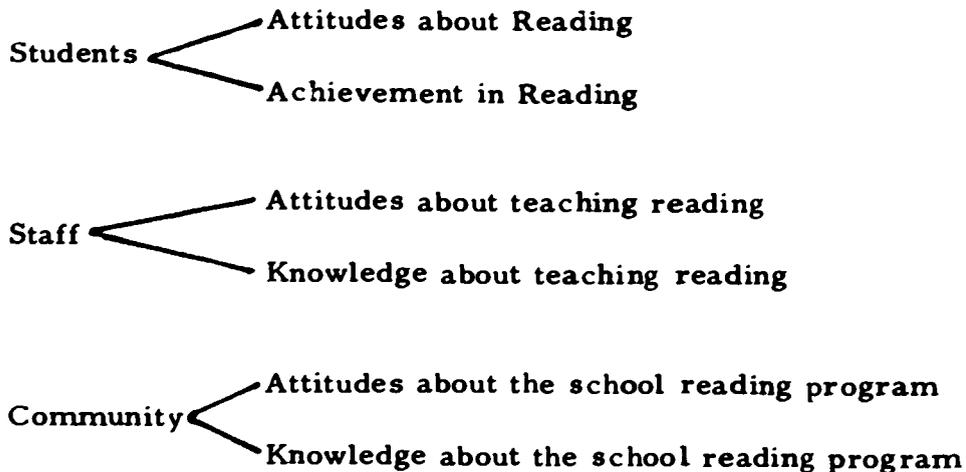
E. Conference Schedule and Plan (Continued):

- d. Children will not progress to the next level of instruction unless they score at the 80th percentile on the word recognition and comprehension subtests of the Harper & Row Achievement test. The team will plan alternate instruction for a specified period of time. The teacher will re-test on the Harper & Row Achievement and conference on the results. The next step will then be planned.

EVALUATION OF THE SYSTEM:

An evaluation model is being developed to formally assess some of the areas of impact.

We are working to measure the impact of the Reading Management System on:



At this time we can report the following impact of the system:

In-service Opportunities:

The three model schools, Kingswood, Cottage, and Schweitzer, have had many visitors.

The majority of these visitors have been Principals and Teachers from San Juan Unified School District.

Many Principals, Teachers, and District office personnel from other school districts and County offices have also visited.

Miss Ruth Overfield, Consultant in Reading with the State Department of Education, visited Kingswood. Kingswood School has been selected as a model program for the Reading Task Force of the California State Department of Education.

Evaluation of the System (Continued):

Channel 13 video taped and broadcasted the program at Kingswood.

Many people from the community have visited - including parents, and students and personnel from Sacramento State College.

Products for use in other schools:

Retrieval system materials have been developed within each model school. Both the development process and the materials themselves are being shared. We have also developed models for housing the system.

Management tools and procedure have been developed and are being shared -- these include school management as well as classroom management.

READING GROUPS

*Codes to Captainia*

Teacher A. Alber Group Grade 11 AM PM

1. Swane, Julie (4) 6. Scheeler, Keith (4) 11.
2. Vogelsang Ricky (4) 7. 7. Bush, Lonnie (4) 12.
3. Yoder, Chris (4) 8. Santos Monette (4) 13.
4. Caudill, John (4) 9. Stell, Kevin (4) 14.
5. Wells Tina (4) 10. \_\_\_\_\_ 15. \_\_\_\_\_

Level	Com		Com
I a Related Skills		Readiness	
b Book A			
II a Book B			
b Book C			
III a Recycling Book		Around the Corner	Worlds of Wonder
b Book D			
IV a Book E		Real and Make Believe	Land of Pleasure
b Book F			
V a SRA Book E-F			Enchanted Gates
b Lippincott 2.2 3.1			Shining Bridges
VI a All Through the Year		From Fins to Feathers	
b All Through the Year			
VII a From Far Away Places		Bicycles to Boomerangs	Better than Gold
b From Far Away Places			More than Words
VIII a Trade Winds			
b Trade Winds			
IX a Trade Winds			
b Trade Winds			
X a Trade Winds			
b Trade Winds			
XI a Cross Roads			
b Cross Roads		Actors to Astronauts	Bo'd Journey
XII a Cross Roads			
b Cross Roads			
XIII a Seven Seas			
b Seven Seas		Coins to Kings	Into New Worlds
XIV a Seven Seas			
b Seven Seas			

*Completed on 11-30-72 Begin Codes on 1-5-73*  
*Codes to Captainia*

Comments: Almost ready for E5 - Had 11 definite set teachers  
Recycle in Codes until about Feb 19th, 1973

JANET AND MARK

Pre-Primer I

Level II

WORD RECOGNITION		<u>4401</u> PP1	After hearing a story, the learner will state what might happen next.
<u>1121</u> PP1	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>4501</u> PP1	Given a classification and a set of pictures, the learner will choose the pictures that fit the classification.
<u>1131</u> PP1	Given a list of words (include all new words) in groups of 4, the learner will mark the word called. (20 new words) 95%	<u>4611</u> PP1	Given a story character and several pictures the learner will choose pictures which relate to the character.
<u>1221</u> PP1	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.	<u>4721</u> PP1	Given a story orally, the learner will state things that could be true about the story and things which could not.
PHONETIC ANALYSIS		<u>4801</u> PP1	Given a short selection to read, the learner will be able to orally answer questions relating to the characteristics of the story characters.
<u>2121</u> PP1	Given a word orally, the learner will respond with the word that has the same initial consonant as the word given.	WORD MEANING	
<u>2131</u> PP1	Given a word orally, the learner will name a word which has the same rhyming ending.	<u>5201</u> PP1	Given a word orally, the learner will demonstrate the opposite action of the given word.
<u>2321</u> PP1	Given a picture and a blank space the learner will write the initial letter which represents the picture's initial sound.	STUDY SKILLS	
COMPREHENSION		<u>6101</u> PP1	Given an oral direction, the learner will carry out a direction by drawing a picture.
<u>4101</u> PP1	Given a short oral selection, the learner will state the main idea of the selection.	<u>6211</u> PP1	Given a reader the learner will be able to find the title page.
<u>4201</u> PP1	Given a page of sentences and a page of pictures, the learner will cut out the pictures and paste them over the correct sentences.	<u>6411</u> PP1	Given a sentence containing a rebus, the learner will read the sentence and the rebus.
<u>4301</u> PP1	After hearing a story, the learner will retell the events in sequence.	<u>6701</u> PP1	Given a selection and a sentence orally the learner will skim the selection and locate the sentence.

OUTDOORS AND IN

Pre-Primer 2

Level II

WORD RECOGNITION		<u>4301</u> PP2	Given a picture and a story about the picture, the learner will number items in the picture as they occur in the story.
<u>1121</u> PP2	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>4401</u> PP2	Given a selection and two pictures, the learner will read the selection and choose the picture which relates to the selection.
<u>1131</u> PP2	Given a list of words (include all new words) in groups of 4, the learner will mark the word called. (21 new words) 95%	<u>4501</u> PP2	Given a classification and a set of pictures, the learner will choose the pictures that fit the classification.
<u>1221</u> PP2	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.	<u>4711</u> PP2	Given several pictures, the learner will distinguish between fact and fiction orally.
PHONETIC ANALYSIS		<u>4801</u> PP2	Given a short selection to read, the learner will be able to orally answer questions relating to the characteristics of the story characters.
<u>2121</u> PP2	Given a word orally the learner will respond with the word that has the same initial consonant as the word given.	WORD MEANING	
<u>2122</u> PP2	Given a picture the learner will say the initial sound of the pictured item.	<u>5201</u> PP2	Given a word orally, the learner will demonstrate the opposite action of the given word.
<u>2131</u> PP2	Given a word orally and an initial consonant, the learner will verbally produce a rhyming word.	STUDY SKILLS	
<u>2321</u> PP2	Given a picture and a blank space, the learner will write the initial letter which represents the picture's initial sound.	<u>6101</u> PP2	Given an oral direction, the learner will carry out a direction by drawing a picture.
<u>2371</u> PP2	Given a picture and four choices the learner will choose the digraph that represents the initial sound of the picture.	<u>6211</u> PP2	Given a reader the learner will be able to find the title page.
STRUCTURAL ANALYSIS		<u>6421</u> PP2	Given a page containing a label word, the learner will locate the label word and read it.
<u>3101</u> PP2	Given a compound word orally, the learner will state the two words he hears.	COMPREHENSION	
<u>4101</u> PP2	Given a short oral selection, the learner will state the main idea of the selection.	<u>6701</u> PP2	Given a selection and a sentence orally, the learner will skim the selection and locate the sentence.
<u>4201</u> PP2	Given a page to read, followed by an oral question, the learner will read the sentence on the page which answers the question.		

CITY DAYS - CITY WAYS

Pre-Primer 3

Level III

WORD RECOGNITION	COMPREHENSION
<p><u>1121</u> PP3 Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.</p>	<p><u>4101</u> PP3 Given a short oral selection, the learner will state the <u>main</u> idea of the selection.</p>
<p><u>1131</u> PP3 Given a list of words (include all new words) in groups of 4, the learner will mark the word called. (20 new words) 95%</p>	<p><u>4201</u> PP3 Given a page to read, followed by an oral question, the learner will read the sentence on the page which answers the question. (Detail)</p>
<p><u>1221</u> PP3 Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.</p>	<p><u>4301</u> PP3 Given pictures in correct sequence and 4 or more scrambled sentences which describe the pictures, the learner will number the sentences in the same <u>sequence</u> as the pictures.</p>
<p>PHONETIC ANALYSIS</p>	
<p><u>2121</u> PP3 Given a word orally the learner will respond with the word that has the same <u>initial consonant</u> as the word given.</p>	<p><u>4401</u> PP3 Given an unfinished picture story, the learner will draw a picture to complete the story. (Inference)</p>
<p><u>2131</u> PP3 After hearing words or poems that rhyme, the learner will name the <u>rhyming</u> words.</p>	<p><u>4501</u> PP3 Given a <u>classification</u> and a set of pictures, the learner will choose the pictures that fit the classification.</p>
<p><u>2321</u> PP3 Given a picture and 4 letters, the learner will choose the <u>letter</u> that represents the <u>initial sound</u>. (Consonants previously taught, plus: b, f, r, t, y)</p>	<p><u>4631</u> PP3 Given a sentence and several pictures the learner will choose the related pictures that answer the question. (General Comprehension)</p>
<p><u>2371</u> PP3 Given a word orally beginning with a <u>digraph</u>, the learner will write the digraph. (wh)</p>	<p><u>4711</u> PP3 Given several pictures, the learner will distinguish between <u>fact</u> and <u>fiction</u> orally.</p>
<p>STRUCTURAL ANALYSIS</p>	
<p><u>3101</u> PP3 Given a <u>compound</u> word orally the learner will state the two words he hears.</p>	<p><u>4801</u> PP3 Given a short selection to read, the learner will be able to orally answer questions relating to the <u>characteristics</u> of the <u>story</u> characters.</p>
<p><u>3221</u> Given a list of familiar root (base) words to which endings have been added, the learner will underline the root word. (word endings verb/adj.)</p>	

WORD MEANING	
<u>5101</u> PP3	Given an oral statement containing a specified word the learner will respond with a <u>synonym</u> for the word.
<u>5102</u> PP3	Given an oral statement containing a specified word the learner will respond with a <u>synonymous</u> phrase for the word.
<u>5201</u> PP3	Given two pictures and two words with opposite meaning, the learner will match the correct word and picture. (Antonyms)
<u>6101</u> PP3	Given an oral direction, the learner will carry out a direction by drawing a picture. (Following Directions)
<u>6211</u> PP3	Given a reader the learner will be able to find the <u>title page</u> . (Parts of Book)
<u>6421</u> PP3	Given label words, followed by several statements, the learner will use the <u>label words</u> to read each statement.
<u>6601</u> PP3	Given a selection to read, the learner will <u>summarize</u> the selection orally.
<u>6701</u> PP3	Given a selection and a question orally, the learner will <u>skim</u> the selection to find the answer.

WORD RECOGNITION		COMPREHENSION	
<u>1121</u> PP4	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>4101</u> PP4	Given a short oral selection, the learner will state the <u>main idea</u> of the selection.
<u>1131</u> PP4	Given a list of words (include all new words) in groups of 4, the learner will mark the word called. (11 new words) 95%.	<u>4201</u> PP4	Given a short selection to read, followed by several pictures, the learner will select the picture that answers a given question. (Detail)
<u>1221</u> PP4	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.	<u>4301</u> PP4	Given pictures in correct sequence and 4 or more scrambled sentences which describe the pictures, the learner will number the sentences in the same <u>sequence</u> as the pictures
PHONETIC ANALYSIS		<u>4401</u> PP4	Given a short selection to read, followed by several pictures, the learner will select the picture that answers a given question. (Inference)
<u>2121</u> PP4	Given a picture and four words, the learner will choose the word which begins with the same <u>initial sound</u> as in the picture. (15 initial consonants)	<u>4501</u> PP4	Given a group of words, several of which can be classified together, the learner will choose the words which belong together (Classification)
<u>2131</u> PP4	Given a word orally and three known words, the learner will choose the word which <u>rhymes</u> with the word called.	<u>4631</u> PP4	Given a sentence and several pictures, the learner will choose the related pictures that answer the question. (General Comprehension)
<u>2321</u> PP4	Given a picture and 4 letters, the learner will choose the letter that represents the <u>initial sound</u> . (Consonants previously taught plus; b, f, r, t, y, c, d, g, h, l, m, n, s, w.)	<u>4711</u> PP4	Given several pictures, the learner will distinguish between <u>fact</u> and <u>fiction</u> orally.
<u>114</u>	Given a word orally <u>beginning</u> with a <u>digraph</u> , the learner will write the digraph. (wh plus sh)	<u>4891</u> PP4	Given a short selection to read, the learner will be able to orally answer questions relating to the <u>characteristics</u> of the story character.
STRUCTURAL ANALYSIS			
<u>3101</u> PP4	Given a <u>compound word</u> orally the learner will state the two words he hears.		
<u>3221</u> PP4	Given a list of familiar root (base) words to which endings have been added, the learner will underline the <u>root word</u> .		

## WORD MEANING

5101  
PP4    Given an oral statement containing a specified word the learner will respond with a synonym for the word.

5102  
PP4    Given an oral statement containing a specified word the learner will respond with a synonymous phrase for the word.

5201  
PP4    Given two pictures and two words with opposite meaning, the learner will match the correct word and picture. (Antonyms)

## STUDY SKILLS

6101  
PP4    Given a written direction, the learner will carry out the directions by drawing a picture.

6211  
PP4    Given a reader the learner will be able to find the title page. (Parts of Book)

6221  
PP4    Given a reader with a Table of Contents page, the learner will be able to read the story titles and find the page where they begin.

6421  
PP4    Given label words followed by several statements, the learner will use the label words to read the statements.

6601  
PP4    Given a selection to read, the learner will summarize the selection orally.

6701  
PP4    Given a selection and a question orally, the learner will skim the selection to find the answer.

MINIMUM READING OBJECTIVES

AROUND THE CORNER

Primer

Level III

<u>4401</u> P	Given a short selection to read followed by several pictures, the learner will select the picture that answers a given question.	<u>6211</u> P	Given a reader, the learner will be able to find the title page.
<u>4501</u> P	Given a group of words, several of which can be classified together, the learner will choose the words which belong together.	<u>6221</u> P	Given a sample table of contents, followed by several questions, the learner will use the table of contents to choose the correct answers.
<u>4631</u> P	Given a sentence(s) and four pictures the learner will choose the picture related to the given sentence.	<u>6431</u> P	Given a picture dictionary followed by several statements, the learner will use the picture dictionary to answer the questions.
<u>4711</u> P	Given a question and a list of phrases, the learner will choose the phrases that state facts rather than fantasy.	<u>6601</u> P	Given a selection to read, the learner will orally summarize the selection.
<u>4801</u> P	Given a story to read, the learner will be able to answer questions related to the characteristics of the story character.	<u>6701</u> P	Given a selection and a question orally the learner will skim the selection to find the answer.
<b>WORD MEANING</b>			
<u>5101</u> P	Given an oral statement containing a specified word, the learner will respond with a synonym for the word.		
<u>5102</u> P	Given an oral statement containing a specified word the learner will respond with a synonymous phrase for the word.		
<u>5201</u> P	Given a list containing words and their opposites, the learner will read a word and its opposite.		
<u>5501</u> P	Given a figure of speech (she eats like a bird) orally, the learner will respond with another meaning for the expression.		
<b>STUDY SKILLS</b>			
<u>6101</u> P	Given a series of written directions, the learner will carry out the directions by drawing the appropriate pictures.		

MINIMUM READING OBJECTIVES

AROUND THE CORNER

Primer

Level III

WORD RECOGNITION			
<u>1121</u> P	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>2372</u> P	Given a word orally and a written list of digraphs, the learner will mark the digraph which represents the final sound in the word called. (sh, th, ch)
<u>1131</u> P	Given a list of new words in groups of 4 the learner will mark the word called. (206 new words)	STRUCTURAL ANALYSIS	
<u>1221</u> P	Given a short selection to read orally from the end of the book, the learner will read with at least 95% accuracy.	<u>3101</u> P	Given two lists of words, the learner will draw a line from one list to the other connecting each two words that make a compound word.
PHONETIC ANALYSIS		<u>3221</u> P	Given an incomplete sentence and three forms of a verb, the learner will underline the correct verb.
<u>2121</u> P	Given a pair of words orally, the learner will state (orally) whether the words in each pair contain the same or different initial consonant sounds.	<u>3281</u> P	Given a picture and a word, the learner will add the "s" to the word if the picture represents the plural form of the word.
<u>2131</u> P	Given a picture and four words, the learner will say the word that rhymes with the given picture.	<u>3282</u> P	Given papers with an illustration and the word for the illustration in singular and plural forms, the learner will circle the appropriate word for the picture.
<u>2132</u> P	Given a picture and four words the learner will select the word that rhymes with the given picture.	<u>3283</u> P	Given an incomplete sentence and two forms of a noun, the learner will underline the word that completes the sentence correctly.
<u>2321</u> P	Given a picture and four consonants the learner will mark the letter representing the initial consonant sound. (Consonants previously taught - plus p, y, z)	COMPREHENSION	
<u>2331</u> P	Given a picture and five consonants, the learner will mark the letter that represents the final consonant sound of the picture. (t, n, r, l, d)	<u>4101</u> P	Given a short oral selection, the learner will state the main idea of the selection.
<u>2361</u> P	Given a picture the learner will select the letters that represent the initial consonant cluster sound of the object in the picture. (st, sw, gr)	<u>4201</u> P	Given a sentence and four pictures, the learner will choose the picture which completes the sentence.
<u>2371</u> P	Given a picture the learner will select the letters that represent the initial consonant digraph sound of the object in the picture. (wh, sh, th)	<u>4301</u> P	Given pictures in correct sequence and 5 or more scrambled sentences which describe the pictures, the learner will number the sentences in the same sequence as the pictures.

**MINIMUM READING OBJECTIVES**

**REAL AND MAKE-BELIEVE**

1 - Reader

Level IV

WORD RECOGNITION			
<u>1121</u> R1	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>2371</u> R1 Given a word orally and a written list of <u>consonant digraphs</u> the learner will mark the digraphs which <u>begin</u> that given word (sh, wh, ch, th <sup>v</sup> , th <sup>div</sup> )	
<u>1131</u> R1	Given a list of new words in groups of 4, the learner will mark the word called. (206 new words) 95%	<u>2372</u> R1 Given a picture of an object whose name ends with a <u>consonant digraph</u> sound and four words one of which ends with the same sound, the learner will choose that one word. (ch, sh, th)	
<u>1221</u> R1	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.	<u>2411</u> R1 Given a one syllable <u>short vowel word</u> orally and a box containing four letters, the learner will choose the letter representing the vowel sound in the word called. (a, e, i, o, u)	
PHONETIC ANALYSIS			
<u>2121</u> R1	Given a pair of words orally, the learner will state (orally) whether the words in each pair contain the same or different <u>short vowel sounds</u> .	<u>2412</u> R1 Given a picture and its initial and final letters the learner will write the missing <u>short vowel</u> .	
<u>2122</u> R1	Given a pair of words orally, the learner will state (orally) whether the words in each pair contain the same or different <u>long vowel sounds</u> .	<u>2413</u> R1 Given a one syllable word containing a <u>short vowel</u> in the initial or medial position, the learner will pronounce the word.	
<u>2311</u> R1	Given individual letters of the alphabet (orally or on flash cards) the learner will identify each one as either a <u>vowel</u> or a <u>consonant</u> by holding up a card marked "v" for vowel and "c" for consonant.	<u>2414</u> R1 Given a list of unknown <u>short vowel words</u> and nonsense syllables, the learner will pronounce them correctly. (a e i o u)	
<u>2321</u> R1	Given a word orally and a list of <u>initial consonants</u> the learner will select the letter representing the initial consonant sound of the word called.	<u>2421</u> R1 Given a <u>long vowel</u> and four words, the learner will mark the word which contains the same vowel sound as the given vowel. (a, e, i, o, u)	
<u>2331</u> R1	Given a picture and 4 words, the learner will select the word with the same <u>final consonant sound</u> as the given picture.	<u>2501</u> R1 Given a picture and an incomplete word, the learner will write the <u>phonetic part</u> to complete the word.	
<u>2361</u> R1	Given a word orally and a written list of <u>consonant clusters</u> , the learner will mark the clusters which begin that given word. ('sp, st, sl, sm, sw, spr, fl, bl, cl, tr, gr, cr, fr)	STRUCTURAL ANALYSIS	
<u>2362</u> R1	Given a word orally and a written list of consonant blends, the learner will mark the blends which end that given word. (st, ng)	<u>3121</u> R1 Given a sentence with an incomplete <u>compound word</u> , the learner will write the missing parts of the word.	
		<u>3221</u> R1 Given an incomplete sentence and two <u>forms of a verb</u> , the learner will choose the word that completes the sentence correctly.	
		<u>3271</u> R1 Given a list of sentences containing singular <u>possessive nouns</u> , the learner will circle the words that show ownership.	

<u>3281</u> R1	Given an incomplete sentence and two words the learner will choose the correct <u>plural form</u> to complete the sentence.	<u>5201</u> R1	Given a list of words, and a list of <u>antonyms</u> in random order the learner will match the two lists.
<u>3321</u> R1	Given a word with a <u>suffix</u> , the learner will identify the base word.	<u>5301</u> R1	Given an <u>incomplete</u> sentence and two <u>homonyms</u> , the learner will choose the correct homonym to complete the sentence.
<u>3411</u> R1	Given a set of labeled pictures depicting one or more <u>syllable</u> words, the learner will write the <u>number of syllables</u> in each <u>word</u> .	<u>5501</u> R1	Given an <u>incomplete figure of speech</u> (fat as a _____), the learner will state a word which completes the expression.
COMPREHENSION		STUDY SKILLS	
<u>4101</u> R1	Given a selection to read and several titles, the learner will choose the best <u>title</u> .	<u>6101</u> R1	Given a series of written directions, the learner will carry out the directions by drawing the appropriate pictures.
<u>4201</u> R1	Given a selection to read, followed by a question and several answers, the learner will choose the correct answer. ( <u>Details</u> )	<u>6211</u> R1	Given a reader the learner will be able to find the <u>title page</u> .
<u>4301</u> R1	After reading a given story, the learner will read four sentences and number in <u>sequence</u> . (#1 will be indicated.)	<u>6221</u> R1	Given a sample <u>table of contents</u> , followed by several questions, the learner will choose the correct answer by using the table of contents.
<u>4401</u> R1	After reading a given selection and a question, the learner will select one of three answers for the given question. ( <u>Inference</u> )	<u>6331</u> R1	Given 5 sets of two words, the learner will choose the word which would be first in <u>alphabetical order</u> .
<u>4501</u> R1	Given a group of words, several of which can be <u>classified</u> together, the learner will choose the words which belong together.	<u>6431</u> R1	Given a <u>picture dictionary</u> followed by several statements, the learner will use the picture dictionary to complete the statements.
<u>4711</u> R1	Given a sentence, followed by the words <u>yes</u> and <u>no</u> , the learner will choose <u>yes</u> if the sentence is <u>correct</u> and a <u>fact</u> and <u>no</u> if the sentence is <u>fantasy</u> .	<u>6601</u> R1	Given a selection to read, the learner will orally <u>summarize</u> the selection.
WORD MEANING		<u>6701</u> R1	Given a selection and a question orally, the learner will <u>skim</u> the selection to find the answer.
<u>5101</u> R1	Given a list of words and a list of <u>synonyms</u> in random order the learner will match the two lists.	<u>6811</u> R1	Given a map and a list of directions, the learner will follow the directions and mark the map accordingly.
<u>5102</u> R1	Given a list of words and a list of <u>synonymous phrases</u> in random order, the learner will match the two lists.		

MINIMUM READING OBJECTIVES

ALL THROUGH THE YEAR

2 - Reader

Level V-VI

WORD RECOGNITION		
<u>1121</u> R2	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>2411</u> R2 Given a short vowel and four words, the learner will mark the word which contains the same <u>short vowel</u> sound as the vowel given.
<u>1131</u> R2	Given a list of <u>new words</u> in groups of 4, the learner will mark the word called. ( 249 new words ) 95%	<u>2412</u> R2 Given an incomplete sentence and two words containing different <u>short vowels</u> , the learner will write the correct word to complete the sentence.
<u>1221</u> R2	Given a short selection to <u>read orally</u> from the end of the book, the learner will read the selection with at least 95% accuracy.	<u>2421</u> R2 Given a <u>long vowel</u> and four words the learner will mark the word which contains the same vowel sound as the given vowel. (ā, ē, ī, ō, ū, ee, ay, ow)
PHONETIC ANALYSIS		
<u>2321</u> R2	Given a word orally and a list of 4 words, the learner will identify the word which begins with the same <u>initial consonant</u> as the given word.	<u>2422</u> R2 Given an incomplete sentence and two words containing different <u>long vowels</u> , the learner will write the correct word to complete the sentence.
<u>2331</u> R2	Given a word orally and a list of 4 words, the learner will identify the word which ends with the same <u>final consonant</u> as the given word.	<u>2431</u> R2 Given a list of vowel digraphs (ai, ea, oa, aw) followed by sentences containing incomplete words, the learner will complete the words by adding the correct vowel digraphs.
<u>2341</u> R2	Given a list of words and headings for the <u>various sounds of c, g, &amp; s</u> , the learner will write the words under the appropriate headings.	<u>2451</u> R2 Given a list of written words containing short long and other vowel patterns, the learner will identify all those words which have <u>silent vowels</u> in them.
<u>2361</u> R2	Given a word orally and a list of four words, the learner will identify the word which begins with the same <u>initial consonant cluster</u> as the word called (all previously taught clusters).	<u>2501</u> R2 Given a sentence with an incomplete word, the learner will write the missing <u>phonetic part</u> .
<u>2362</u> R2	Given a word orally and a list of four words, the learner will identify the word which <u>ends with the same consonant cluster</u> as the word called. (all previously taught clusters plus nk, nd, nt)	<b>STRUCTURAL ANALYSIS</b>
<u>2371</u> R2	Given a word orally and a list of four words, the learner will identify the word which begins with the same <u>initial consonant digraph</u> as the word called. (ch, sh, wh, th)	<u>3101</u> R2 Given an incomplete sentence and a list of <u>compound word parts</u> , the learner will write the correct word to complete the sentence.
<u>2372</u> R2	Given a word orally and a list of four words the learner will identify the word which <u>ends with the same consonant digraph</u> as the word called. (sh, wh, ch, th)	<u>3221</u> R2 Given an incomplete sentence and a verb, the learner will write the correct <u>form of the verb</u> .
		<u>3261</u> R2 Given a sentence containing two words which can be contracted, the learner will write the <u>contraction</u> .
		<u>3271</u> R1 Given an incomplete sentence and two words, the learner will choose the correct <u>possessive form</u> to complete the sentence.

MINIMUM READING OBJECTIVES

ALL THROUGH THE YEAR

2 - Reader

Level V-VI

<u>3281</u> R2	Given the singular form of a word, the learner will write the <u>plural</u> form.	<u>5102</u> R2	Given a list of words and a list of <u>synonymous phrases</u> in random order, the learner will match the two lists.
<u>3311</u> R2	Given a word with a <u>prefix</u> the learner will identify the base word.	<u>5201</u> R2	Given a list of words and a list of antonyms in random order the learner will match the two lists.
<u>3321</u> R2	Given a word with a <u>suffix</u> , the learner will identify the base word.	<u>5301</u> R2	Given an incomplete sentence and two <u>homonyms</u> , the learner will choose the correct homonym to complete the sentence.
<u>3411</u> R2	Given words containing 1, 2, 3 and 4 <u>syllables</u> , the learner will write the number of syllables in each word.	<u>5401</u> R2	Given two pictures and two sentences containing a word with <u>multiple meaning</u> , the learner will match the correct picture and sentence.
<u>3511</u> R2	Given a list of syllabicated words, the learner will insert the <u>primary accent marks</u> .	<u>5501</u> R2	Given a set of sentences containing <u>expressions</u> and another set of sentences which mean the same, the learner will match the sentences which go together.
COMPREHENSION		STUDY SKILLS	
<u>4101</u> R2	Given a selection to read and several titles, the learner will choose the best <u>title</u> .	<u>6101</u> R2	Given a series of various <u>written directions</u> , the learner will complete the task in the manner stated in the directions.
<u>4201</u> R2	Given a selection to read, followed by a question and several answers, the learner will choose the correct answer. ( <u>Details</u> )	<u>6211</u> R2	Given a reader the learner will be able to find the <u>title page</u> .
<u>4301</u> R2	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. ( <u>Sequence</u> )	<u>6221</u> R2	Given a sample <u>table of contents</u> , followed by several questions, the learner will use the table of contents to choose the correct answers.
<u>4401</u> R2	Given a selection to read followed by a question and several answers, the learner will choose the correct answer. ( <u>Inferences</u> )	<u>6331</u> R2	Given 5 sets of 3 words, the learner will choose the word which would be first in <u>alphabetical order</u> .
<u>4501</u> R2	Given <u>classification</u> headings and a list of words or phrases, the learner will write the words or phrases under the proper headings.	<u>6431</u> R2	Given a <u>picture dictionary</u> and an incomplete sentence, the learner will write the word from the picture dictionary to complete the sentence.
<u>4681</u> R2	Given a list of <u>causes</u> and a list of <u>effects</u> the learner will put the number of the cause before its correct effect.	<u>6601</u> R2	Given a paragraph and three sentences the learner will read the paragraph and select the sentence that <u>summarizes</u> the paragraph.
<u>4711</u> R2	Given a sentence followed by the words <u>YES</u> and <u>NO</u> , the learner will answer <u>yes</u> if the sentence is correct and a <u>fact</u> , and <u>no</u> if the sentence is <u>fantasy</u> .	<u>6701</u> R2	Given incomplete statements followed by a selection, and a limited amount of time, the learner will <u>skim</u> the selection and complete the statements.
<u>4801</u> R2	Given a story to read, the learner will be able to answer questions relating to the <u>characteristics</u> of the story characters.	<u>6811</u> R2	Given a <u>map</u> and a list of directions, the learner will follow the directions and mark the map accordingly.
WORD MEANING			
<u>5101</u> R2	Given a list of words and a list of <u>synonyms</u> in random order the learner will match the two lists.		

MINIMUM READING OBJECTIVES

FROM FARAWAY PLACES

3 - Reader

Level VII-VIII

WORD RECOGNITION		
<u>1121</u> R3	Given a list of <u>new words</u> sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>2421</u> R3 Given a list of words which contain long, short and other vowel patterns, the learner will identify all those words which have <u>long vowel sounds</u> . (a, e, i, o, u)
<u>1131</u> R3	Given a list of <u>new words</u> in groups of 4, the learner will mark the word called. (483 new words) 95%	<u>2431</u> R3 Given a list of <u>vowel digraphs</u> (ai, ea, oa, aw) followed by sentences containing incomplete words, the learner will complete the words by adding the correct vowel digraphs.
<u>1221</u>	Given a short selection to <u>read orally</u> from the end of the book, the learner will read the selection with at least 95% accuracy.	<u>2451</u> R3 Given a list of written words containing short, long and other vowel patterns, the learner will identify all those words which have <u>silent vowels</u> in them.
PHONETIC ANALYSIS		
<u>2341</u> R3	Given a list of words and headings for the <u>various sounds of c, g, &amp; s</u> , the learner will write the words under the appropriate headings.	<u>2501</u> R3 Given a word containing an underlined phonetic part and three additional words, the learner will choose the word containing the same sound as that represented by the underlined <u>phonetic part</u> .
<u>2351</u> R3	Given a list of words containing <u>silent letters</u> , the learner will write the letters that are silent in the blanks beside the words.	<b>STRUCTURAL ANALYSIS</b>
<u>2361</u> R3	Given a word orally and a list of four words, the learner will identify the word which begins with the same <u>initial consonant cluster</u> as the word called (all previously taught clusters)	<u>3101</u> R3 Given a list of four words, one of which is a <u>compound word</u> , the learner will choose the compound word.
<u>2362</u> R3	Given a word orally and a list of four words, the learner will identify the word which <u>ends with the same consonant cluster</u> as the word called (all previously taught clusters plus nk, nd, nt).	<u>3221</u> R3 Given the endings s, ing, ed, en, er, and est, and a list of sentences containing incomplete words, the learner will complete the words by adding the correct endings.
<u>2371</u> R3	Given a word orally and a list of four words, the learner will identify the word which begins with the same <u>initial consonant digraph</u> as the word called. (ch, sh, wh, th)	<u>3261</u> R3 Given a sentence containing two words that can be contracted, the learner will write the <u>contraction</u> .
<u>2372</u> R3	Given a word orally and a list of four words the learner will identify the word which <u>ends with the same consonant digraph</u> as the word called. (sh, ch, th)	<u>3271</u> R3 Given an incomplete sentence and two words, the learner will choose the correct <u>possessive form</u> to complete the sentence.
<u>2414</u> R3	Given a list of words which contain long short and other vowel patterns, the learner will identify all those words which have <u>short vowel sounds</u> . (a, e, i, o, u)	<u>3281</u> R3 Given a list of singular nouns, the learner will write their <u>plural forms</u> .
		<u>3311</u> R3 Given a base word, a definition, and a list of <u>prefixes</u> the learner will choose a prefix to coincide with the definition.
		<u>3321</u> R3 Given a base word, a definition and a list of <u>suffixes</u> , the learner will choose a suffix to coincide with the definition.
		<u>3471</u> R3 Given a list of words the learner will divide the words into <u>syllables</u> .

MINIMUM READING OBJECTIVES

FROM FARAWAY PLACES

3 - Reader

Level VII-VIII

<u>3511</u> R3	Given a list of syllabicated words the learner will insert the <u>primary accent marks</u> .	<u>5201</u> R3	Given a list of words and a list of <u>antonyms</u> in random order the learner will match the two lists.
<b>COMPREHENSION</b>		<u>5301</u> R3	Given a sentence with two blank spaces and two <u>homonyms</u> , the learner will write the correct <u>homonyms</u> in the blanks.
<u>4101</u> R3	Given a selection containing several paragraphs, followed by several main ideas, the learner will choose the <u>main idea</u> for each paragraph.	<u>5401</u> R3	Given a pair of sentences with a word missing in the second sentence, the learner will choose a word from the first sentence to complete correctly the second sentence. ( <u>multiple meaning</u> )
<u>4201</u> R3	Given a story, a question, and several answers, the learner will choose the correct answer to the question. ( <u>Details</u> )	<u>5501</u> R3	Given a set of sentences containing common expressions and another set of sentences that mean the same, the learner will match the sentences that go together. ( <u>figure of speech</u> )
<u>4301</u> R3	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. ( <u>Sequence</u> .)	<b>STUDY SKILLS</b>	
<u>4401</u> R3	Given a story, a question, and several answers, the learner will choose the correct answer to the question. ( <u>Inference</u> )	<u>6101</u> R3	Given a set of various <u>written directions</u> , the learner will complete the tasks in the manner stated in the directions.
<u>4501</u> R3	Given <u>classification headings</u> and a list of words or phrases, the learner will underline the words or phrases that belong under the given headings.	<u>6221</u> R3	Given a sample <u>table of contents</u> , followed by a question with several answers, the learner will use the table of contents to choose the correct answer.
<u>4681</u> R3	Given a list of <u>causes</u> and a list of <u>effects</u> , the learner will put the number of the cause before its correct effect.	<u>6241</u> R3	Given a sample <u>glossary</u> , followed by a question with several answers, the learner will use the <u>glossary</u> to choose the correct answer.
<u>4711</u> R3	Given a sentence followed by the words Yes and No, the learner will answer Yes if the sentence is correct and a <u>fact</u> , and No if the sentence is <u>fantasy</u> .	<u>6341</u> R3	Given 5 sets of 3 words, the learner will choose the word which (to second letter) would be first in alphabetical order.
<u>4801</u> R3	Given a story to read, followed by a list of characteristics, the learner will select the <u>characteristics</u> that describe a given story character.	<u>6451</u> R3	Given an entry word, followed by several <u>glossary respellings</u> , the learner will choose the correct respelling of the entry word.
<b>WORD MEANING</b>		<u>6601</u> R3	Given a paragraph and three sentences the learner will read the paragraph and select the sentence that <u>summarizes</u> the paragraph.
<u>5101</u> R3	Given a list of words and a list of <u>synonyms</u> in random order the learner will match the two lists.	<u>6701</u> R3	Given <u>incomplete statements</u> followed by a selection, and a limited amount of time, the learner will <u>skim</u> the selection and complete the statements.
<u>5102</u> R3	Given a list of words and a list of <u>synonymous phrases</u> in random order, the learner will match the two lists.	<u>6811</u> R3	Given a <u>map</u> and a set of directions, the learner will follow the directions and mark the map accordingly.

MINIMUM READING OBJECTIVES

TRADEWINDS

4 - Reader

Level IX-X

WORD RECOGNITION			
<u>1121</u> R4	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>3471</u> R4	Given a list of words the learner will divide the words into <u>syllables</u> .
<u>1131</u> R4	Given a list of words in groups of 4, the learner will mark the words called. 95% ( <u>new words</u> )	<u>3511</u> R4	Given a list of syllabicated words the learner will insert the <u>primary accent marks</u> .
<u>1221</u> R4	Given a short selection to <u>read orally</u> from the end of the book, the learner will read the selection with at least 95% accuracy.	COMPREHENSION	
PHONETIC ANALYSIS		<u>4101</u> R4	Given a selection to read, followed by several sentences, the learner will choose the sentence that states the <u>main idea</u> .
<u>2501</u> R4	Given a word containing underlined letters and four additional words containing underlined letters, the learner will choose the word in which the underlined letters represent the same sound as in the first word. ( <u>phonetic parts</u> )	<u>4201</u> R4	Given a selection, followed by a question and a set of answers, the learner will read the selection and choose the correct answer. ( <u>Details</u> )
STRUCTURAL ANALYSIS		<u>4301</u> R4	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. ( <u>Sequence</u> )
<u>3101</u> R4	Given two lists of words, the learner will draw lines connecting words that make <u>compounds</u> .	<u>4401</u> R4	Given a selection, followed by a question and a set of answers, the learner will read the selection and choose the correct answer. ( <u>Inference</u> )
<u>3221</u> R4	Given a word, a word ending, and the word with the ending added, the learner will mark the answer that contains a mistake. ( <u>form of verb</u> )	<u>4501</u> R4	Given <u>classification headings</u> and a list of words or phrases, the learner will write the words or phrases under the proper headings.
<u>3261</u> R4	Given a list of sentences containing contractions and possessives, the learner will underline the <u>contractions</u> .	<u>4681</u> R4	Given a list of <u>causes</u> and a list of <u>effects</u> , the learner will put the number of the cause before its correct effect.
<u>3262</u> R4	Given a list of <u>contractions</u> , the learner will write the two words that make up the contractions.	<u>4691</u> R4	Given sentences with incomplete <u>analogous relationships</u> and a list of words which complete the relationship.
<u>3311</u> R4	Given a base word, a definition, and a list of <u>prefixes</u> the learner will choose a prefix to coincide with the definition.	<u>4721</u> R4	Given several statements, the learner will choose those statements that are <u>opinions rather than facts</u> .
<u>3321</u> R4	Given a base word, a definition and a list of <u>suffixes</u> , the learner will choose a suffix to coincide with the definition.	<u>4801</u> R4	Given a story to read, followed by a list of characteristics, the learner will select the <u>characteristics</u> that describe a given story character.

MINIMUM READING OBJECTIVES

TRADEWINDS

4 - Reader

Level IX-X

WORD MEANING	
5101 R4	Given a list of words and a list of <u>synonyms</u> in random order the learner will match the two lists.
5102 R4	Given a list of words and a list of <u>synonymous phrases</u> in random order, the learner will match the two lists.
5201 R4	Given an incomplete sentence containing an underlined word and a list of <u>antonyms</u> , the learner will choose the correct antonym to complete the sentence.
5301 R4	Given a sentence with two blank spaces and two homonyms, the learner will write the correct <u>homonyms</u> in the blanks.
5401 R4	Given a pair of sentences with a word missing in the second sentence, the learner will choose a word from the first sentence to complete the second sentence. ( <u>multiple meaning</u> )
5501 R4	Given sentences containing common expressions and a list of scrambled meanings, the learner will match the sentences and meanings which go together. ( <u>figure of speech</u> )
STUDY SKILLS	
6101 R4	Given a set of various <u>written directions</u> , the learner will complete the tasks in the manner stated.
6221 R4	Given a sample <u>table of contents</u> , followed by a question with several answers, the learner will use the table of contents to choose the correct answer.
6241 R4	Given some <u>glossary</u> guide words and corresponding page numbers, followed by a word and a choice of four page numbers, the learner will mark the page number where the word can be found.
6341 R4	Given 5 sets of 4 words the learner will choose the word which (to 4th letter) would be first in <u>alphabetical order</u> .
6451 R4	Given a list of words and a list of <u>respellings</u> , the learner will match the correct word and respelling. ( <u>Dictionary</u> )
6501 R4	Given a selection to read, followed by the main headings of an incomplete outline, the learner will complete the <u>outline</u> .
6601 R4	After reading a short paragraph the learner will write a one-sentence <u>summary</u> .
6701 R4	Given incomplete statements followed by a selection, and a limited amount of time, the learner will <u>skim</u> the selection and complete the statements.
6851 R4	Given a question, followed by a choice of <u>references</u> , the learner will choose the reference where the answer to the question can be found.
LITERARY SKILLS	
7201 R4	Given a selection, followed by the names of four kinds of literature, the learner will read the selection, and choose the kind of literature represented by the selection. ( <u>Literary forms-style</u> )
7301 R4	After reading a selection, the learner will select the <u>author's purpose</u> for writing the selection, from a given list of purposes.

MINIMUM READING OBJECTIVES

**CROSSROADS**

5 - Reader

Level XI-XII

WORD RECOGNITION			
<u>1121</u> R5	Given a list of <u>new words</u> sampling the entire reader, the learner will pronounce correctly at least 95% of the words.	<u>4201</u> R5	Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer. ( <u>Details</u> )
<u>1131</u> R5	Given a list of words in groups of 4, the learner will mark the word called. 95% ( <u>new words</u> )	<u>4301</u> R5	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. ( <u>sequence</u> )
<u>1221</u> R5	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.	<u>4401</u> R5	Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer. ( <u>Inference</u> )
PHONETIC ANALYSIS			
<u>2501</u> R5	Given a word containing underlined letters and four additional words containing underlined letters, the learner will choose the word in which the underlined letters represent the same sound as in the first word. ( <u>Phonetic parts</u> )	<u>4501</u> R5	Given a list of words, with or without <u>classification</u> headings, the learner will write the words in groups.
		<u>4681</u> R5	Given a list of <u>causes</u> and a list of <u>effects</u> , the learner will put the number of the cause before its correct effect.
STRUCTURAL ANALYSIS			
<u>3221</u> R5	Given a word, a <u>word ending</u> , and the word with the ending added, the learner will mark the answer that contains a mistake.	<u>4691</u> R5	Given sentences with incomplete <u>analogous relationships</u> and a list of words the learner will choose the words which complete the relationship.
<u>3311</u> R5	Given a base word, a definition, and a list of <u>prefixes</u> the learner will choose a prefix to coincide with the definition.	<u>4721</u> R5	Given several statements, the learner will distinguish between sentences containing facts and those containing opinions. ( <u>Critical Reading</u> )
<u>3321</u> R5	Given a base word, a definition and a list of <u>suffixes</u> , the learner will choose a suffix to coincide with the definition.	<u>4801</u> R5	Given a story to read, followed by a list of characteristics, the learner will select the <u>characteristics</u> that describe a given story character.
<u>3471</u> R5	Given a list of words the learner will divide the words into <u>syllables</u> .	WORD MEANING	
<u>3511</u> R5	Given a list of syllabicated words the learner will insert the <u>primary accent marks</u> .	<u>5101</u> R5	Given a list of words and a list of <u>synonyms</u> in random order the learner will match the two lists.
COMPREHENSION		<u>5102</u> R5	Given a list of words and a list of <u>synonymous phrases</u> in random order, the learner will match the two lists.
<u>4101</u> R5	Given a selection to read, followed by several sentences, the learner will choose the sentence that states the <u>main idea</u> .	<u>5201</u> R5	Given a list of words and a scrambled list of <u>antonyms</u> , the learner will choose the correct antonym for each word.

MINIMUM READING OBJECTIVES

CROSSROADS

5 - Reader

Level XI-XII

<p><u>5301</u> R5 Given an incomplete sentence, followed by two <u>homonyms</u>, the learner will choose the correct homonym to complete the sentence.</p>	<p><u>6501</u> R5 Given a selection to read, followed by the main headings of an incomplete outline, the learner will complete the <u>outline</u>.</p>
<p><u>5401</u> R5 Given a dictionary entry with multiple meanings and sentences containing that entry, the learner will choose the meaning that fits the sentence. (<u>multiple meaning</u>)</p>	<p><u>6601</u> R5 After reading a short paragraph the learner will write a one-sentence <u>summary</u>.</p>
<p><u>5501</u> R5 Given the words: simile, metaphor, personification, and a list of sentences, the learner will choose those sentences which contain a simile, metaphor, or personification.</p>	<p><u>6701</u> R5 Given incomplete statements followed by a selection, and a limited amount of time, the learner will <u>skim</u> the selection and complete the statements.</p>
<p>STUDY SKILLS</p>	
<p><u>6101</u> R5 Given a set of various <u>written directions</u>, the learner will complete the tasks in the manner stated.</p>	<p><u>6821</u> R5 Given a graph, diagram, or picture, followed by several questions, the learner will use the above illustrations to answer the questions. (<u>References</u>)</p>
<p><u>6221</u> R5 Given a sample <u>table of contents</u>, followed by a question with several answers, the learner will use the table of contents to choose the correct answer.</p>	<p><u>6831</u> R5 Given an illustration of a set of encyclopedias, followed by a question, the learner will choose the number of the volume(s) in which the answer to the question can be found. (<u>References</u>)</p>
<p><u>6241</u> R5 Given some <u>glossary</u> guide words and corresponding page numbers, followed by a word and a choice of our page numbers, the learner will mark the page number where the word can be found.</p>	<p><u>6851</u> R5 Given a question, followed by a choice of references, the learner will choose the reference where the answer to the question can be found. (<u>References</u>)</p>
<p>LITERARY SKILLS</p>	
<p><u>6341</u> R5 Given a list of four words, the learner will <u>alphabetize</u> the words up to the 4th letter.</p>	<p><u>7201</u> R5 Given a selection, followed by the names of four kinds of literature, the learner will read the selection and choose the kind of literature represented by the selection. (<u>Lit. forms &amp; style</u>)</p>
<p><u>6451</u> R5 Given a pronunciation code, and a coded paragraph the learner will use the code to rewrite the paragraph. (<u>Dictionary</u>)</p>	<p><u>7301</u> R5 After reading a selection, the learner will select the <u>author's purpose</u> for writing the selection from a given list of purposes.</p>
<p><u>6461</u> R5 Given a sentence with an underlined word the learner will use the <u>dictionary</u> to write a definition of the word.</p>	

MINIMUM READING OBJECTIVES

SEVEN SEAS

6 - Reader

Level XIII-XIV

WORD MEANING	
<u>1121</u> R6	Given a list of <u>new words</u> sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
<u>1131</u> R6	Given a list of words in groups of 4, the learner will mark the words called 95% ( <u>new words</u> )
<u>1221</u> R6	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.
PHONETIC ANALYSIS	
<u>2501</u> R6	Given a word containing underlined letters and four additional words containing underlined letters, the learner will choose the word in which the underlined letters represent the same sound as in the first word. ( <u>Phonetic parts</u> )
STRUCTURAL ANALYSIS	
<u>3221</u> R6	Given a word, a word ending, and the word with the ending added, the learner will mark the answer that contains a mistake.
<u>3311</u> R6	Given a base word, a definition, and a list of <u>prefixes</u> the learner will choose a prefix to coincide with the definition.
<u>3321</u> R6	Given a base word, a definition and a list of <u>suffixes</u> , the learner will choose a suffix to coincide with the definition.
<u>3471</u> R6	Given a list of words the learner will divide the words into <u>syllables</u> .
<u>3511</u> R6	Given a list of syllabicated words the learner will insert the <u>primary accent marks</u> .
COMPREHENSION	
<u>4101</u> R6	Given a selection to read, followed by several sentences, the learner will choose a sentence that states the <u>main idea</u> .
<u>4201</u> R6	Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer. ( <u>Details</u> )
<u>4301</u> R6	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. ( <u>Sequence</u> )
<u>4401</u> R6	Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer. ( <u>Inference</u> )
<u>4681</u> R6	Given a list of <u>causes and effects</u> , the learner will put the number of the cause before its correct effect.
<u>4691</u> R6	Given sentences with <u>incomplete analogous relationships</u> and a list of words the learner will choose the words which complete the relationship.
<u>4721</u> R6	Given several statements, the learner will label the statements as fact, fiction or opinion. ( <u>Critical Reading</u> )
<u>4801</u> R6	Given a story to read, followed by a list of <u>characteristics</u> , the learner will select the characteristics that describe a given story character.
WORD MEANING	
<u>5101</u> R6	Given a list of words and a list of <u>synonyms</u> in random order the learner will match the two lists.
<u>5102</u> R6	Given a list of words and a list of <u>synonymous phrases</u> in random order, the learner will match the two lists.
<u>5201</u> R6	Given a list of words and a scrambled list of <u>antonyms</u> , the learner will choose the correct antonym for each word.

MINIMUM READING OBJECTIVES

SEVEN SEAS

6 - Reader

Level XIII-XIV

<p><u>5401</u> R6 Given a list of words with <u>multiple meanings</u> and incomplete sentences, the learner will choose the correct word to complete the sentence.</p>	<p><u>6701</u> R6 Given incomplete statements followed by a selection, and a limited amount of time, the learner will <u>skim</u> the selection and complete the statements.</p>
<p><u>5501</u> R6 Given sentences containing colorful expressions and a list of scrambled meanings, the learner will match the sentences and meanings which go together. (<u>figure of speech</u>)</p>	<p><u>6811</u> R6 Given a <u>map</u>, followed by several questions and a choice of answers, the learner will use the map to select the correct answer.</p>
<p>STUDY SKILLS</p>	
<p><u>6101</u> R6 Given a set of various <u>written directions</u>, the learner will complete the tasks in the manner stated.</p>	<p><u>6831</u> R6 Given an illustration of a set of encyclopedias, followed by a question, the learner will choose the number of the volume(s) in which the answer to the question can be found. (<u>References</u>)</p>
<p><u>6221</u> R6 Given a sample <u>table of contents</u> followed by a question with several answers, the learner will use the table of contents to choose the correct answer.</p>	<p><u>6851</u> R6 Given a question, followed by a choice of <u>references</u>, the learner will choose the reference where the answer to the question can be found.</p>
<p>LITERARY SKILLS</p>	
<p><u>6231</u> R6 Given an <u>index</u>, followed by a list of questions and a choice of answers, the learner will use the index to choose the correct answers.</p>	<p><u>7201</u> R6 Given a selection to read, followed by the names of four kinds of literature, the learner will choose the kind of literature represented by the selection. (<u>Literary forms &amp; style</u>)</p>
<p><u>6341</u> R6 Given a list of book titles and authors, the learner will arrange the names of the author's in <u>alphabetical order</u>.</p>	<p><u>7301</u> R6 After reading a selection, the learner will select the <u>author's purpose</u> for writing the selection from a given list of purposes.</p>
<p><u>6451</u> R6 Given a pronunciation code, and a coded paragraph the learner will use the code to rewrite the paragraph. (<u>Dictionary</u>)</p>	
<p><u>6461</u> R6 Given a sentence with an underlined word, the learner will use the dictionary to write the definition of the word. (<u>Dictionary</u>)</p>	
<p><u>6501</u> R6 Given a selection, followed by the format of an outline, the learner will complete the <u>outline</u>.</p>	
<p><u>6601</u> R6 After reading a short paragraph, the learner will write a one-sentence <u>summary</u>.</p>	

SAN JUAN UNIFIED SCHOOL DISTRICT  
READING INSTRUCTIONAL MANAGEMENT SYSTEM  
Continuous Pup.1 PROGRESS PROFILE  
SUMMARY OF MASTERY

Pupil's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

DIRECTIONS TO TEACHERS: This chart is to be used as a continuous record of the pupil's progress.  
Date is to be inserted when skill is mastered.

PRE-PRIMER		Testing Date _____	PRIMER		Testing Date _____
Teacher's Name _____			Teacher's Name _____		
Mastery Date _____			Mastery Date _____		
<u>Word Recognition</u>			<u>Word Recognition</u>		
PP4	1121	New Words/Oral Response	P	1121	New Words/Oral Response
PP4	1131	New Words/Written Response	P	1131	New Words/Written Response
PP4	1221	Oral Reading	P	1221	Oral Reading
<u>Phonetic Analysis</u>			<u>Phonetic Analysis</u>		
PP4	2121	Letters	P	2121	Aud. Disc./Letters
PP4	2131	Rhyming	P	2131	Aud. Disc./Rhyming
PP4	2321	Consonants/Initial	P	2132	Aud. Disc./Rhyming
PP4	2371	Digraphs/Initial	P	2321	Consonants/Initial
<u>Structural Analysis</u>			<u>Structural Analysis</u>		
PP4	3101	Compound Words	P	2331	Consonants/Final
PP4	3221	Word End./Verb Adj. Forms	P	2361	Consonant Blends/Initial
<u>Comprehension</u>			<u>Structural Analysis</u>		
PP4	4101	Main Idea	P	2371	Digraphs/Initial
PP4	4201	Details	P	2372	Digraphs/Final
PP4	4301	Sequence	P	3101	Compound Words
PP4	4401	Inferences	P	3221	Word End./Verb Adj. Forms
PP4	4501	Classification	P	3281	Word Endings/Plurals
PP4	4631	Relationships/Association	P	3282	Word Endings/Plurals
PP4	4711	Critical Reading/Fact-Fantasy	P	3283	Word Endings/Plurals
PP4	4801	Characterization	<u>Comprehension</u>		
<u>Word Meaning</u>			P	4101	Main Idea
PP4	5101	Synonyms	P	4201	Details
PP4	5102	Synonymous Phrases	P	4301	Sequence
PP4	5201	Antonyms	P	4401	Inference
<u>Study Skills</u>			P	4501	Classification
PP4	6101	Following Directions	P	4631	Relationships/Assoc.
PP4	6211	Parts of a Book	P	4711	Critical Rd./Fact-Fantasy
PP4	6221	Table of Contents	P	4801	Characterization
PP4	6421	Dictionary	<u>Word Meaning</u>		
PP4	6601	Summarizing	P	5101	Synonyms
PP4	6701	Skimming	P	5102	Synonymous Phrases
			P	5201	Antonyms
			P	5501	Figurative Language
			<u>Study Skills</u>		
			P	6101	Following Directions
			P	6211	Parts of a Book
			P	6221	Table of Contents
			P	6431	Picture Dictionary
			P	6601	Summarizing

READER 1		Testing Date _____	READER 2		Testing Date _____
Teacher's Name _____			Teacher's Name _____		
Mastery Date _____			Mastery Date _____		
<u>Word Recognition</u>			<u>Word Recognition</u>		
R1	1121	New Words/Oral Response	R2	1121	New Words/Oral Response
R1	1131	New Words/Written Response	R2	1131	New Words/Written Response
R1	1221	Oral Reading	R2	1221	Oral Reading
<u>Phonetic Analysis</u>			<u>Phonetic Analysis</u>		
R1	2121	Aud. Disc./Letters	R2	2321	Consonants/Initial
R1	2122	Aud. Disc./Letters	R2	2331	Consonants/Final
R1	2311	Consonants/Recognition	R2	2341	Consonants/C, G & S
R1	2321	Consonants/Initial	R2	2361	Clusters(Blends)/Initial
R1	2331	Consonants/Final	R2	2362	Clusters(Blends)/Final
R1	2361	Consonant Blends/Initial	R2	2371	Digraphs/Initial
R1	2362	Consonant Blends/Final	R2	2372	Digraphs/Final
R1	2371	Digraphs/Initial	R2	2411	Vowels/Short
R1	2372	Digraphs/Final	R2	2412	Vowels/Short
R1	2411	Vowels/Short	R2	2421	Vowels/Long
R1	2412	Vowels/Short	R2	2422	Vowels/Long
R1	2413	Vowels/Short	R2	2431	Vowels/Digraphs
R1	2414	Vowels/Short	R2	2451	Vowels/Silent
R1	2421	Vowels/Long	R2	2501	Phonetic Parts
R1	2422	Vowels/Long	<u>Structural Analysis</u>		
R1	2431	Vowels/Digraphs	R2	3101	Compound Words
R1	2451	Vowels/Silent	R2	3221	Word End./Verb Adj. Forms
R2	2501	Phonetic Parts	R2	3261	Word Endings/Contractions
<u>Structural Analysis</u>			R2	3271	Word Endings/Possessives
R1	3101	Compound Words	R2	3271	Word Endings/Plurals
R1	3221	Word End./Verb Adj. Forms	R2	3311	Affixes/Prefix
R1	3271	Word Endings/Possessives	R2	3321	Affixes/Suffix
R1	3281	Word Endings/Plurals	R2	3411	Syllables/Aud. Recog.
R1	3321	Affixes/Suffix	<u>Comprehension</u>		
R1	3411	Syllables/Aud. Recog.	R2	4101	Main Idea
<u>Comprehension</u>			R2	4201	Details
R1	4101	Main Idea	R2	4301	Sequence
R1	4201	Details	R2	4401	Inferences
R1	4301	Sequence	R2	4501	Classification
R1	4401	Inferences	R2	4711	Critical Rd./Fact-Fantasy
R1	4501	Classification	R2	4801	Characterization
R1	4711	Critical Rd./Fact-Fantasy	<u>Word Meaning</u>		
R1	4801	Characterization	R2	5101	Synonyms
<u>Word Meaning</u>			R2	5102	Synonymous Phrases
R1	5101	Synonyms	R2	5201	Antonyms
R1	5102	Synonymous Phrases	R2	5301	Homonyms
R1	5201	Antonyms	R2	5401	Multiple Meanings
R1	5301	Homonyms	R2	5501	Figurative Language
R1	5401	Multiple Meanings	<u>Study Skills</u>		
R1	5501	Figurative Language	R2	6101	Following Directions
<u>Study Skills</u>			R2	6211	Parts of a Book
R1	6101	Following Directions	R2	6221	Table of Contents
R1	6211	Parts of a Book	R2	6331	Alphabet/2nd letter
R1	6221	Table of Contents	R2	6431	Picture Dictionary
R1	6331	Alphabet/2nd letter	R2	6601	Summarizing
R1	6431	Picture Dictionary	R2	6701	Skimming
R1	6601	Summarizing	R2	6811	Reference/Map
R1	6701	Skimming			
R1	6811	Reference/Map			

READER 3			READER 4		
Testing Date _____		Mastery Date _____	Testing Date _____		Mastery Date _____
Teacher's Name _____			Teacher's Name _____		
<u>Word Recognition</u>			<u>Word Recognition</u>		
R3	1121	New Words/Oral Response	R4	1121	New Words/Oral Response
R3	1131	New Words/Written Response	R4	1131	New Words/Written Response
R3	1221	Oral Reading	R4	1221	Oral Reading
<u>Phonetic Analysis</u>			<u>Phonetic Analysis</u>		
R3	2341	Consonants/C and G	R4	2501	Phonetic Parts
R3	2351	Consonants/Silent	<u>Structural Analysis</u>		
R3	2361	Clusters(Blends)/Initial	R4	3101	Compound Words
R3	2362	Clusters(Blends)/Final	R4	3221	Word Endings/Verb Forms
R3	2371	Digraphs/Initial	R4	3261	Word Endings/Contractions
R3	2372	Digraphs/Final	R4	3262	Word Endings/Contractions
R3	2414	Vowels/Short	R4	3311	Affixes/Prefix
R3	2421	Vowels/Long	R4	3321	Affix/Suffix
R3	2431	Vowels/Digraphs	R4	3471	Syllables/Aud. Vis. Recog.
R3	2451	Vowels/Silent	R4	3511	Accents/Aud. Recog.
R3	2501	Phonetic Parts	<u>Comprehension</u>		
<u>Structural Analysis</u>			R4	4101	Main Idea
R3	3101	Compound Words	R4	4201	Details
R3	3221	Word End./Verb Forms	R4	4301	Sequence
R3	3261	Word Endings/Contractions	R4	4401	Inference
R3	3271	Word Endings/Possessives	R4	4501	Classification
R3	3281	Word Endings/Plurals	R4	4681	Relationship/Cause-Effect
R3	3311	Affixes/Prefix	R4	4691	Relationship/Analogous
R3	3321	Affixes/Suffix	R4	4721	Critical Rd./Fact-Opinion
R3	3471	Syllables/Aud. Vis. Recog.	R4	4801	Characterization
R3	3511	Accents/Aud. Recog.	<u>Word Meaning</u>		
<u>Comprehension</u>			R4	5101	Synonyms
R3	4101	Main Idea	R4	5102	Synonymous Phrases
R3	4201	Details	R4	5201	Antonyms
R3	4301	Sequence	R4	5301	Homonyms
R3	4401	Inference	R4	5401	Multiple Meanings
R3	4501	Classification	<u>Study Skills</u>		
R3	4681	Relationship/Cause-Effect	R4	6101	Following Direction
R3	4721	Critical Rd./Fact-Fantasy	R4	6221	Table of Contents
R3	4801	Characterization	R4	6241	Glossary
<u>Word Meaning</u>			R4	6341	Alphabet/3rd-4th letter
R3	5101	Synonyms	R4	6451	Dictionary/Pronun. Code
R3	5102	Synonymous Phrases	R4	6501	Outlining
R3	5201	Antonyms	R4	6601	Summarizing
R3	5301	Homonyms	R4	6701	Skimming
R3	5401	Multiple Meanings	<u>Literary Skills</u>		
R3	5501	Figurative Language	R4	7201	Form
<u>Study Skills</u>			R4	7301	Author's Purpose
R3	6101	Following Directions			
R3	6221	Table of Contents			
R3	6241	Glossary			
R3	6341	Alphabet/3rd-4th letter			
R3	6451	Dictionary/Pronun. Code			
R3	6601	Summarizing			
R3	6701	Skimming			
R3	6811	Reference/Map			

READER 5		Testing Date _____	READER 6		Testing Date _____
Teacher's Name _____			Teacher's Name _____		
		Mastery Date _____			Mastery Date _____
<u>Word Recognition</u>			<u>Word Recognition</u>		
R5	1121 New Words/Oral Response		R6	1121 New Words/Oral Response	
R5	1131 New Words/Written Response		R6	1131 New Words/Written Response	
R5	1221 Oral Reading		R6	1221 Oral Reading	
<u>Phonetic Analysis</u>			<u>Phonetic Analysis</u>		
R5	2501 Phonetic Parts		R6	2501 Phonetic Parts	
<u>Structural Analysis</u>			<u>Structural Analysis</u>		
R5	3221 Word Endings/Verb Forms		R6	3221 Word Endings/Verb Forms	
R5	3311 Affixes/Prefix		R6	3311 Affix/Prefix	
R5	3321 Affix/Suffix		R6	3321 Affix/Suffix	
R5	3471 Syllables/Aud. Vis. Recog.		R6	3471 Syllables/Aud. Vis. Recog.	
R5	3511 Accents/Aud. Recog.		R6	3511 Accents/Aud. Recog.	
<u>Comprehension</u>			<u>Comprehension</u>		
R5	4101 Main Idea		R6	4101 Main Idea	
R5	4201 Details		R6	4201 Details	
R5	4301 Sequence		R6	4301 Sequence	
R5	4401 Inference		R6	4401 Inference	
R5	4501 Classification		R6	4681 Relationship/Cause-Effect	
R5	4681 Relationship/Cause-Effect		R6	4691 Relationship/Analogous	
R5	4691 Relationship/Analogous		R6	4721 Critical Rd./Fact or Opinion	
R5	4721 Critical Rd./Fact or Opinion		R6	4801 Characterization	
R5	4801 Characterization		<u>Word Meaning</u>		
<u>Word Meaning</u>			R6	5101 Synonyms	
R5	5101 Synonyms		R6	5102 Synonymous Phrases	
R5	5102 Synonymous Phrases		R6	5201 Antonyms	
R5	5201 Antonyms		R6	5401 Multiple Meanings	
R5	5301 Homonyms		R6	5501 Figurative Language	
R5	5401 Multiple Meanings		<u>Study Skills</u>		
R5	5501 Figurative Language		R6	6101 Following Directions	
<u>Study Skills</u>			R6	6221 Table of Contents	
R5	6101 Following Directions		R6	6231 Index	
R5	6221 Table of Contents		R6	6341 Alphabet	
R5	6241 Glossary		R6	6451 Dictionary/Pronun. Code	
R5	6341 Alphabet/3rd-4th letter		R6	6461 Dictionary/Definitions	
R5	6451 Dictionary/Pronun. Code		R6	6501 Outlining	
R5	6461 Dictionary/Definitions		R6	6601 Summarizing	
R5	6501 Outlining		R6	6701 Skimming	
R5	6601 Summarizing		R6	6811 Reference/Map	
R5	6701 Skimming		R6	6831 Reference/Encyclopedia	
R5	6821 Reference/Graph		R6	6851 Reference/General	
R5	6831 Reference/Encyclopedia		<u>Literary Skills</u>		
R5	6851 Reference/General		R6	7201 Form	
<u>Literary Skills</u>			R6	7301 Author's Purpose	
R5	7201 Form				
R5	7301 Author's Purpose				

READER 7		Testing Date _____	READER 8		Testing Date _____
Teacher's Name _____			Teacher's Name _____		
		Mastery Date _____			Mastery Date _____
<b>Word Recognition</b>			<b>Word Recognition</b>		
R7	1221	Oral Reading	R8	1221	Oral Reading
<b>Structural Analysis</b>			<b>Structural Analysis</b>		
R7	3311	Prefix	R8	3311	Prefix
R7	3321	Suffix	R8	3321	Suffix
<b>Comprehension</b>			<b>Comprehension</b>		
R7	4101	Main Idea	R8	4101	Main Idea
R7	4111	Sentence Meaning	R8	4111	Sentence Meaning
R7	4201	Details	R8	4201	Details
R7	4301	Sequence	R8	4301	Sequence
R7	4401	Inferences	R8	4401	Inferences
R7	4421	Drawing Conclusions	R8	4421	Drawing Conclusions
R7	4431	Generalization	R8	4431	Generalization
R7	4681	Relationship Cause-Effect	R8	4681	Relationship-Cause & Effect
R7	4691	Analogous	R8	4691	Analogous
R7	4721	Critical Reading-Fact-Opinion	R8	4721	Critical Reading-Fact/Opinion
R7	4731	Critical Reading-Compare/ Contrast	R8	4731	Critical Reading-Compare/ Contrast
R7	4811	Characterization-Delineation	R8	4821	Characterization-Growth&Change
R7	4821	Characterization-Growth&Change			
<b>Word Meaning</b>			<b>Word Meaning</b>		
R7	5101	Synonyms	R8	5101	Synonyms
R7	5201	Antonyms	R8	5201	Antonyms
R7	5301	Homonyms	R8	5301	Homonyms
R7	5411	Denotation vs. Connotation	R8	5411	Denotation vs. Connotation
R7	5701	Acronyms	R8	5601	Homographs
R7	5801	Context Clues	R8	5801	Context Clues
R7	5901	Etymology	R8	5901	Etymology
R7	5921	Etymology-Language Growth&Change	R8	5921	Etymology-Language Growth&Change
<b>Study Skills</b>			<b>Study Skills</b>		
R7	6101	Following Directions	R8	6101	Following Directions
R7	6221	Parts of a Book-Table of Contents	R8	6221	Parts of a Book-Table of Contents
R7	6231	Parts of a Book-Index	R8	6231	Parts of a Book-Index
R7	6441	Parts of a Book - Glossary- Guide Words	R8	6441	Parts of a Book-Glossary- Guide Words
R7	6451	Dictionary-Pronunciation Code	R8	6451	Dictionary-Pronunciation Code
R7	6471	Dictionary-General	R8	6471	Dictionary-General
R7	6501	Outlining	R8	6501	Outlining
R7	6601	Summarizing	R8	6601	Summarizing
R7	6701	Skimming	R8	6701	Skimming
R7	6811	Maps	R8	6811	Maps
R7	6821	Graphic References-Graphs	R8	6821	Graphic References-Graphs
R7	6822	Graphic References-Diagrams	R8	6822	Graphic References-Diagrams
R7	6823	Graphic References-Pictures or Illustrations	R8	6823	Graphic References-Pictures or Illustrations
R7	6824	Graphic References-Charts	R8	6824	Graphic References-Charts
R7	6825	Graphic References-Time Lines	R8	6825	Graphic References-Timelines
R7	6861	References-Footnotes	R8	6861	References-Footnotes
R7	6901	Purpose & Rate of Reading	R8	6901	Purpose & Rate of Reading
<b>Literary Skills</b>			<b>Literary Skills</b>		
R7	7111	Sensory Imagery	R8	7111	Sensory Imagery
R7	7231	Figurative Language-Simile, Metaphor, Personification	R8	7231	Figurative Language-Simile, Metaphor, Personification
R7	7401	Humor	R8	7251	Figurative Language-Simile, Metaphor, Personification, Hyperbole
R7	7431	Humor-Irony	R8	7401	Humor
R7	7513	Non Fiction-Autobiography- Biography	R8	7431	Humor-Irony
R7	7526	Fiction	R8	7513	Non Fiction-Autobiography- Biography
R7	7541	Poetry-Type	R8	7526	Fiction
R7	7542	Poetry-Style	R8	7541	Poetry-Type
R7	7601	Author's Point of View or Purpose	R8	7542	Poetry-Style
R7	7611	Setting	R8	7601	Author's Point of View or Purpose
R7	7621	Theme	R8	7611	Setting
R7	7641	Conflict	R8	7621	Theme
R7	7651	Foreshadowing	R8	7641	Conflict
			R8	7651	Foreshadowing

Teacher \_\_\_\_\_

Entry Test Level 1

Date \_\_\_\_\_

Reader Level P

Student Names

- lightly colored=Mastery
- slash=Reteach
- colored slash = Mastery after Reteach
- blank =Not tested

Word Recognition

- P 1121 New Words/Oral Response
- P 1131 New Words/Written Response
- P 1221 Oral Reading

Phonetic Analysis

- P 2121 Aud. Disc./Letters
- P 2131 Aud. Disc./Rhyming
- P 2132 Aud. Disc./Rhyming
- P 2321 Consonants/Initial
- P 2331 Consonants/Final
- P 2361 Consonant Blends/Initial
- P 2371 Digraphs/Initial
- P 2372 Digraphs/Final

Structural Analysis

- P 3101 Compound Words
- P 3221 Word End./Verb Adj. Forms
- P 3281 Word Endings/Plurals
- P 3282 Word Endings/Plurals
- P 3283 Word Endings/Plurals

Comprehension

- P 4101 Main Idea
- P 4201 Details
- P 4301 Sequence
- P 4401 Inference
- P 4501 Classification
- P 4631 Relationships/Assoc.
- P 4711 Critical Rd./Fact-Fantasy
- P 4801 Characterization

Word Meaning

- P 5101 Synonyms
- P 5102 Synonymous Phrases
- P 5201 Antonyms
- P 5501 Figurative Language

Study Skills

- P 6101 Following Directions
- P 6211 Parts of a Book
- P 6221 Table of Contents
- P 6431 Picture Dictionary
- P 6601 Summarizing
- P 6701 Skimming

Teacher \_\_\_\_\_

Entry Test Level 2

Date \_\_\_\_\_

Reader Level 1

Student Names

Lightly colored=Mastery

slash=Reteach

colored slash = Mastery after Reteach

blank = Not tested

**Word Recognition**

- R1 1121 New Words/Oral Response
- R1 1131 New Words/Written Response
- R1 1221 Oral Reading

**Phonetic Analysis**

- R1 2121 Aud. Disc./Letters
- R1 2122 Aud. Disc./Letters
- R1 2311 Consonants/Recognition
- R1 2321 Consonants/Initial
- R1 2331 Consonants/Final
- R1 2361 Consonants Blends/Initial
- R1 2362 Consonant Blends/Final
- R1 2371 Digraphs/Initial
- R1 2372 Digraphs/Final
- R1 2411 Vowels/Short
- R1 2412 Vowels/Short
- R1 2413 Vowels/Short
- R1 2414 Vowels/Short
- R1 2421 Vowels/Long
- R1 2501 Phonetic Parts

**Structural Analysis**

- R1 3101 Compound Words
- R1 3221 Word End./Ver.Adj. Forms
- R1 3271 Word Endings/Possessives
- R1 3281 Word Endings/Plurals
- R1 3321 Affixes/Suffix
- R1 3411 Syllables/Aud. Recog.

**Comprehension**

- R1 4101 Main Idea
- R1 4201 Details
- R1 4301 Sequence
- R1 4401 Inferences
- R1 4501 Classification
- R1 4711 Critical Rd./Fact-Fantasy
- R1 4801 Characterization

**Word Meaning**

- R1 5101 Synonyms
- R1 5102 Synonymous Phrases
- R1 5201 Antonyms
- R1 5301 Homonyms
- R1 5401 Multiple Meanings
- R1 5501 Figurative Language

**Study Skills**

- R1 6101 Following Directions
- R1 6211 Parts of a Book
- R1 6221 Table of Contents
- R1 6331 Alphabet/2nd letter
- R1 6431 Picture Dictionary
- R1 6601 Summarizing
- R1 6701 Skimming
- R1 6811 Reference/Map



Teacher \_\_\_\_\_

Entry Test Level 4

Date \_\_\_\_\_

Group Profile

Reader Level 3

Student Names

Lightly colored=Mastery

slash=Reteach

colored = Mastery  
slash = after Reteach

blank=Not tested

**Word Recognition**

- R3 1121 New Words/Oral Response
- R3 1131 New Words/Written Response
- R3 1221 Oral Reading

**Phonetic Analysis**

- R3 2341 Consonants/C and J
- R3 2351 Consonants/Silent
- R3 2361 Clusters(Blends)/Initial
- R3 2362 Clusters(Blends)/Final
- R3 2371 Digraphs/Initial
- R3 2372 Digraphs/Final
- R3 2414 Vowels/Short
- R3 2421 Vowels/Long
- R3 2431 Vowels/Digraphs
- R3 2451 Vowels/Silent
- R3 2501 Phonetic Parts

**Structural Analysis**

- R3 3101 Compound Words
- R3 3221 Word End./Verb Forms
- R3 3261 Word Endings/Contractions
- R3 3271 Word Endings/Possessives
- R3 3281 Word Endings/Plurals
- R3 3311 Affixes/Prefix
- R3 3321 Affixes/Suffix
- R3 3471 Syllables/Aud. Vis. Recog.
- R3 3511 Accents/Aud. Recog.

**Comprehension**

- R3 4101 Main Idea
- R3 4201 Details
- R3 4301 Sequences
- R3 4401 Inference
- R3 4501 Classification
- R3 4681 Relationship/Cause-Effect
- R3 4711 Critical Rd./Fact-Fantasy
- R3 4801 Characterization

**Word Meaning**

- R3 5101 Synonyms
- R3 5102 Synonymous Phrases
- R3 5201 Antonyms
- R3 5301 Homonyms
- R3 5401 Multiple Meanings
- R3 5501 Figurative Language

**Study Skills**

- R3 6101 Following Directions
- R3 6221 Table of Contents
- R3 6241 Glossary
- R3 6341 Alphabet/3rd-4th letter
- R3 6451 Dictionary/Pronun. Code
- R3 6601 Summarizing
- R3 6701 Skimming
- R3 6811 Reference/Map

Teacher \_\_\_\_\_

Entry Test Level 3

Group Profile

Date \_\_\_\_\_

Reader Level 4

Student Names

Lightly colored=Mastery

slash=Reteach

colored = Mastery  
slash = after Reteach

blank=Not tested

Word Recognition

- R4 1121 New Words/Oral Response
- R4 1131 New Words/Written Response
- R4 1221 Crai Reading

Phonetic Parts

- R4 2501 Phonetic Parts

Structural Analysis

- R4 3101 Compound Words
- R4 3221 Word Endings/Verb Form
- R4 3261 Word Endings/Contractions
- R4 3262 Word Endings/Contractions
- R4 3311 Affixes/Prefix
- R4 3321 Affix/Suffix
- R4 3471 Syllables/Aud. Vis. Recog.
- R4 3511 Accents/Aud. Recog.

Comprehension

- R4 4101 Main Idea
- R4 4201 Details
- R4 4301 Sequence
- R4 4401 Inference
- R4 4501 Classification
- R4 4681 Relationship/Cause-Effect
- R4 4691 Relationship/Analogous
- R4 4721 Critical Rd./Fact-Opinion
- R4 4801 Characterization

Word Meaning

- R4 5101 Synonyms
- R4 5102 Synonymous Phrases
- R4 5201 Antonyms
- R4 5301 Homonyms
- R4 5401 Multiple Meanings
- R4 5501 Figurative Language

Study Skills

- R4 6101 Following Directions
- R4 6221 Table of Contents
- R4 6241 Glossary
- R4 6341 Alphabet/3rd-4th letter
- R4 6451 Dictionary/Pronun. Code
- R4 6501 Outlining
- R4 6601 Summarizing
- R4 6701 Skimming
- R4 6851 References/General

Literary Skills

- R4 7201 Form
- R4 7301 Author's Purpose

Teacher \_\_\_\_\_

Entry Test Level 6

Date \_\_\_\_\_

Group Profile

Reader Level 5

Student Names

Lightly colored=Mastery

slash=Reteach

colored = Mastery  
slash = after  
Reteach

blank=Not tested

Word Recognition

- R5 1121 New Words/Oral Response
- R5 1131 New Words/Written Response
- R5 1221 Oral Reading

Phonetic Analysis

- R5 2501 Phonetic Parts

Structural Analysis

- R5 3221 Word Endings/Verb Forms
- R5 3321 Affixes/Prefix
- R5 3331 Affix/Suffix
- R5 3471 Syllables/Aud. Vis. Recog.
- R5 3521 Accents/Aud. Recog.

Comprehension

- R5 4101 Main Idea
- R5 4201 Details
- R5 4301 Sequence
- R5 4401 Inference
- R5 4501 Classification
- R5 4651 Relationship/Cause-Effect
- R5 4671 Relationship/Analogous
- R5 4721 Critical Rd./Fact or Opinion
- R5 4801 Characterization

Word Meaning

- R5 5101 Synonyms
- R5 5102 Synonyms/Paraphrase
- R5 5201 Antonyms
- R5 5301 Homonyms
- R5 5401 Multiple Meanings
- R5 5501 Figurative Language

Study Skills

- R5 6101 Following Directions
- R5 6221 Table of Contents
- R5 6241 Glossary
- R5 6341 Alphabet/3rd-4th letter
- R5 6451 Dictionary/Pronun. Code
- R5 6461 Dictionary/Definitions
- R5 6501 Outlining
- R5 6601 Summarizing
- R5 6701 Skimming
- R5 6821 Reference/Graph
- R5 6831 Reference/Encyclopedia
- R5 6851 Reference/General

Literary Skills

- R5 7201 Form
- R4 7301 Author's Purpose

Teacher \_\_\_\_\_

Entry Test Level 7

Date \_\_\_\_\_

Group Profile

Reader Level 6

Student Names

- Lightly colored=Mastery
- slash=Reteach
- colored = Mastery  
slash = after Reteach
- blank=Not tested

Word Recognition

- R6 1121 New Words/Oral Response
- R6 1131 New Words/Written Response
- R6 1221 Oral Reading

Phonetic Analysis

- R6 2501 Phonetic Parts

Structural Analysis

- R6 3221 Word Endings/Vowel Forms
- R6 3311 Affix/Prefix
- R6 3321 Affix/Suffix
- R6 3471 Syllables/Aud. Vis. Recog.
- R6 3511 Accents/Aud. Recog.

Comprehension

- R6 4101 Main Idea
- R6 4201 Details
- R6 4301 Sequence
- R6 4401 Inference
- R6 4681 Relationship/Cause-Effect
- R6 4691 Relationship/Analogous
- R6 4721 Critical Rd./Fact or Opinion
- R6 4801 Characterization

Word Meaning

- R6 5101 Synonyms
- R6 5102 Synonymous Phrases
- R6 5201 Antonyms
- R6 5401 Multiple Meanings
- R6 5501 Figurative Language

Study Skills

- R6 6101 Following Directions
- R6 6221 Table of Contents
- R6 6231 Index
- R6 6341 Alphabet
- R6 6451 Dictionary/Pronun. Code
- R6 6461 Dictionary/Definitions
- R6 6501 Outlining
- R6 6601 Summarizing
- R6 6701 Skimming
- R6 6811 Reference/Map
- R6 6831 Reference/Encyclopedia
- R6 6851 Reference/General

Literary Skills

- R6 7201 Form
- R6 7301 Author's Purpose

R. I. M. S.  
DIAGNOSTIC - ACHIEVEMENT  
Criterion Referenced Tests

Student Edition

Student's Name \_\_\_\_\_

School \_\_\_\_\_

Level \_\_\_\_\_ E 6 \_\_\_\_\_

Date \_\_\_\_\_

(Revised 1-72)

(Revised 7-73)

Entry 6  
Word Recognition: New Words

Name \_\_\_\_\_

<u>XI-XII</u>	1121	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
R5		

Directions: Pronounce these words!

1. origin
2. captivate
3. electric
4. humiliate
5. bacteria
6. civilian
7. magnet
8. division
9. magician
10. luxury

$\frac{1-7}{10}$	Reteach _____	$\frac{1121}{23}$
$\frac{8-10}{10}$	Mastery _____	

Entry 6

Name \_\_\_\_\_

Word Recognition: New Words

XI-XII      Given a list of words in groups of 4,  
R5      1131      the learner will mark the word called.

<p>1.</p> <p>___announced ___announce ___announcer ___announcing</p>	<p>2.</p> <p>___invest ___intone ___intense ___insist</p>	<p>3.</p> <p>___healthy ___hesitate ___height ___hilarious</p>	<p>4.</p> <p>___permit ___persist ___perform ___pursue</p>	<p>5.</p> <p>___terrorize ___terrific ___terrified ___terrible</p>
<p>6.</p> <p>___count ___court ___course ___coward</p>	<p>7.</p> <p>___brief ___brick ___breeches ___brisk</p>	<p>8.</p> <p>___recent ___reflect ___remote ___regret</p>	<p>9.</p> <p>___blast ___blunt ___blare ___blister</p>	<p>10.</p> <p>___dismal ___discuss ___dismiss ___distill</p>
<p>11.</p> <p>___resistant ___restriction ___residential ___resentful</p>	<p>12.</p> <p>___controversial ___ceremonious ___certificate ___considerate</p>	<p>13.</p> <p>___exclaim ___proclaim ___disclaim ___reclaim</p>	<p>14.</p> <p>___sensitive ___sensible ___sensory ___sensation</p>	<p>15.</p> <p>___predict ___pretend ___prevent ___prefer</p>
<p>16.</p> <p>___conform ___confident ___confound ___confide</p>	<p>17.</p> <p>___squirm ___squeal ___square ___squeak</p>	<p>18.</p> <p>___relation ___religious ___relied ___realistic</p>	<p>19.</p> <p>___profit ___promote ___product ___project</p>	<p>20.</p> <p>___medicate ___medical ___medicinal ___medication</p>

$\frac{1-15}{20}$       Reteach \_\_\_\_\_

$\frac{16-20}{20}$       Mastery \_\_\_\_\_

$\frac{1131}{R5}$

Entry 6  
Word Recognition: Oral Reading

Name \_\_\_\_\_

<u>XI-XII</u>		Given a short selection to read orally
R5	1221	from the end of the book, the learner will read the selection with at least 95% accuracy.

Later, in the 1700's, a drowning victim was placed face down on the back of a horse. The horse was made to trot and the rhythmic bouncing forced air into and out of the victim's lungs.

Later, a new method, which was a definite improvement, was introduced. The victim was laid face up on the ground, and a long strip of cloth was placed under his back. The ends of the cloth were crossed over this chest and rhythmically pulled and released by two men, forcing air into and out of the lungs.

In 1903 the prone pressure method was introduced.

100 words	
6 or more errors - Reteach _____	
5 or less errors - Mastery _____	<u>1221</u> R5

Entry 6

Name \_\_\_\_\_

Phonetic Analysis: Phonetic Parts

XI-XII  
R5      2501

Given a word containing underlined letters and four additional words containing underlined letters, the learner will choose the word in which the underlined letters represent the same sound as in the first word.

Directions: Read the first word in each group. Notice the sound you give the underlined letters. Then, read all of the other words in each group. Put an X beside the one word which has the same sound as underlined in the first word.

<p>1. <u>ocean</u></p> <p>__ <u>cane</u></p> <p>__ <u>decide</u></p> <p>__ <u>neck</u></p> <p>__ <u>shock</u></p>	<p>2. <u>flow</u></p> <p>__ <u>bold</u></p> <p>__ <u>country</u></p> <p>__ <u>course</u></p> <p>__ <u>blood</u></p>	<p>3. <u>skin</u></p> <p>__ <u>scholar</u></p> <p>__ <u>scene</u></p> <p>__ <u>shale</u></p> <p>__ <u>sphinx</u></p>	<p>4. <u>succeed</u></p> <p>__ <u>psychology</u></p> <p>__ <u>philosophy</u></p> <p>__ <u>pneumatic</u></p> <p>__ <u>plentiful</u></p>
<p>5. <u>jade</u></p> <p>__ <u>galley</u></p> <p>__ <u>gnaw</u></p> <p>__ <u>guide</u></p> <p>__ <u>gyrate</u></p>	<p>6. <u>machine</u></p> <p>__ <u>echo</u></p> <p>__ <u>check</u></p> <p>__ <u>shiver</u></p> <p>__ <u>school</u></p>	<p>7. <u>freight</u></p> <p>__ <u>saucer</u></p> <p>__ <u>southern</u></p> <p>__ <u>growl</u></p> <p>__ <u>gauge</u></p>	<p>8. <u>refrain</u></p> <p>__ <u>haunt</u></p> <p>__ <u>weather</u></p> <p>__ <u>inhale</u></p> <p>__ <u>laugh</u></p>
<p>10. <u>chief</u></p> <p>__ <u>sense</u></p> <p>__ <u>guarantee</u></p> <p>__ <u>vein</u></p> <p>__ <u>respire</u></p>	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><math>\frac{1-7}{10}</math> Reteach _____</p> <p style="text-align: right;"><math>\frac{2501}{R5}</math></p> <p><math>\frac{8-10}{10}</math> Mastery _____</p> </div>		

<u>XI-XII</u> R5	3221	Given a word, a word ending, and the word with the ending added, the learner will mark the answer that contains a mistake.
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Directions: Each word is followed by a plus sign and letters in parentheses to show that they are to be added to the word. The word after the arrow shows the word with the ending added. Look for mistakes in the word after the arrow. If you find one, put an X in front of the set that contains the mistake. If there is no mistake, do not mark it.

1. \_\_\_ chemist + (ry) → chemistry
2. \_\_\_ scene + (ic) → scenic
3. \_\_\_ rapid + (ity) → rapidity
4. \_\_\_ confide + (ent) → confideent
5. \_\_\_ change + (able) → changeable
6. \_\_\_ humor + (ous) → humorous
7. \_\_\_ face + (ial) → facial
8. \_\_\_ consider + (ate) → considerate
9. \_\_\_ music + (ian) → musician
10. \_\_\_ impress + (ion) → impression
11. \_\_\_ wise + (dom) → wisdom
12. \_\_\_ avoid + (ance) → avoidance
13. \_\_\_ provide + (ion) → provision
14. \_\_\_ wreck + (age) → wreckage
15. \_\_\_ lone + (some) → lonsome
16. \_\_\_ collect + (tion) → collection
17. \_\_\_ care + (ful) → careful
18. \_\_\_ nine + (teen) → nineteen
19. \_\_\_ dress + (y) → dressy
20. \_\_\_ gentle + (ly) → gently

$\frac{1-15}{20}$	Reteach _____	$\frac{3221}{R5}$
$\frac{16-20}{20}$	Mastery _____	

Entry 6

Name \_\_\_\_\_

Structural Analysis: Prefix

$\frac{XI-XII}{R5}$ 3311	Given a base word, a definition and a list of prefixes, the learner will choose a prefix to coincide with the definition given.
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Directions: Add a prefix to the base word to make it mean what the definition states. Choose from the following prefixes.

sub    un    co    mid    semi    ir    in    im    dis    il

1. \_\_\_\_\_ annual: happening every half year
2. \_\_\_\_\_ conscious: not conscious
3. \_\_\_\_\_ variable: always the same
4. \_\_\_\_\_ divide: to divide into smaller parts
5. \_\_\_\_\_ connect: to separate
6. \_\_\_\_\_ author: a joint author
7. \_\_\_\_\_ literate: unable to read or write
8. \_\_\_\_\_ regular: not even
9. \_\_\_\_\_ year: in the center of the year
10. \_\_\_\_\_ mortal: living forever

$\frac{1-7}{10}$	Reteach _____	$\frac{3311}{R5}$
$\frac{8-10}{10}$	Mastery _____	

<u>XI-XII</u> R5	3321	Given a base word, a definition, and a list of suffixes the learner will choose a suffix to coincide with the definition.
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Directions: Add a suffix to the base word to make it mean what the definition states.

- narrate \_\_\_\_\_ ic  
a person who tells a story
- symbol \_\_\_\_\_ ward  
to represent
- back \_\_\_\_\_ ation  
toward the back
- provide \_\_\_\_\_ or  
a supplier
- measure \_\_\_\_\_ ant  
act of measuring
- imagine \_\_\_\_\_ able  
not real
- danger \_\_\_\_\_ ry  
not safe
- lion \_\_\_\_\_ ous  
a female lion
- inhabit \_\_\_\_\_ ment  
one who lives in a certain place
- chemist \_\_\_\_\_ ess  
the work of a chemist

$\frac{1-7}{10}$	Reteach _____	$\frac{3321}{R5}$
$\frac{8-10}{10}$	Mastery _____	

Entry 6  
Structural Analysis: Syllables

Name \_\_\_\_\_

$\frac{XI-XII}{R5}$	3471	Given a list of words, the learner will divide the words into syllables.
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Directions: Read each word below. Rewrite each word in syllables on the line provided.

1. eclipse \_\_\_\_\_
2. gesture \_\_\_\_\_
3. grammar \_\_\_\_\_
4. expose \_\_\_\_\_
5. comprehend \_\_\_\_\_
6. tornado \_\_\_\_\_
7. destroyer \_\_\_\_\_
8. distribute \_\_\_\_\_
9. commotion \_\_\_\_\_
10. cattle \_\_\_\_\_

$\frac{1-7}{10}$	Reteach _____	$\frac{3471}{R5}$
$\frac{8-10}{10}$	Mastery _____	

Entry 6  
Structural Analysis: Accents

Name \_\_\_\_\_

XI-XII 3511 Given a list of syllabicated words,  
R5 the learner will insert the primary  
accent marks.

Directions: Read each word. Decide which syllable should receive the primary accent mark. Place the accent mark on the correct syllable.

1. subway sub - way
2. eternal e - ter - nal
3. wither with - er
4. violent vi - o - lent
5. terror ter - ror
6. exhaust ex - haust
7. aspect as - pect
8. galley gal - ley
9. depression de - pres - sion
10. commotion com - mo - tion

$\frac{1-7}{10}$  Reteach \_\_\_\_\_  $\frac{3511}{R5}$   
 $\frac{8-10}{10}$  Mastery \_\_\_\_\_

## Comprehension: Main Idea

<u>XI-XII</u>		Given a selection to read, followed
R5	4101	by several sentences, the learner will
		choose the sentence that states the
		main idea.

Directions: Read each paragraph below for its main idea. Then read the sentences beneath each paragraph. Check the one statement that best represents the main idea in each paragraph.

- The Stock Exchange stands there, on Wall Street, where people buy and sell bonds and shares. They also yell at each other, watch quotations and read reports on long thin ticker tapes that come out of machines. All over the world businessmen wait for the result of the days trading on Wall Street.

Business machines are important to the whole world

Stock markets could operate better with much less noise

The stock exchange is an important and busy place of business
- There are several major currents in the world's oceans. The paths of these currents vary somewhat from year to year. A current may change course slightly or move at a different rate of speed for many reasons. It is important for scientists to record these changes, for they affect the plant and animal life of the sea, people who depend on the sea for a living, and those whose lives might be altered by changes in the weather or climate.

Many people don't realize the importance of ocean currents

Currents and changes in ocean currents are important to many people.

Old sailing boats depended on the ocean currents.
- The rollicking laughter which once bounced off the walls was hushed. The roaring blaze of the fire became a dying ember. An unpleasant atmosphere filled the palace as servants exchanged dark glances and shuffled noiselessly, performing their tasks without joy. Their presence was never acknowledged by the King unless he demanded service.

Servants no longer could make noise as they worked

The King expected only the very best service.

The palace became a gloomy place in which to work.

4. While the men set up camp, the Major wandered through the valley. As a scientist he was interested in discovering the secrets of this unknown part of the country. He hoped to learn how the mountains and valleys had been formed, and he wanted to map the area. He also hoped to discover some fossils. They should indicate the age of the rocks and the creatures that once lived here.

- \_\_\_ Fossils roamed the land where the men were.  
\_\_\_ The Major's interest in the area was scientific.  
\_\_\_ The men didn't mind setting up camp while the Major searched.

5. The Oriental dragons were not as fearsome as the European ones; they were friends and teachers of wise men and Kings. Although these beasts possessed great treasures they were generous with them. People who visited dragons often came away rich. As a rule these monsters were kindly but unreliable.

- \_\_\_ If people wanted to be rich they visited the dragons  
\_\_\_ Oriental dragons were friendly beasts  
\_\_\_ European dragons were greatly feared by most people.

$\frac{1-3}{5}$	Reteach _____	
$\frac{4-5}{5}$	Mastery _____	$\frac{4101}{R5}$

XI-XII	Given a selection to read
R5	4201 followed by a question and a set of answers the learner will choose the correct answer.

- A. Since prehistoric times man has depended upon cattle, sheep, and hogs for food, clothing, and many other useful products. These mammals belong to a group called Artiodactyla, which includes all animals with hoofs. Here, however, the relationship ends. Cattle and sheep belong to a family called Bovidae (bo və dē), which includes goats and American buffalo. Hogs and their wild relatives, the peccaries, belong to the family Suidae (sü' ə dē).
- B. Bovidae and Suidae differ in two main ways: (1) Cattle and their relatives have front teeth in the lower jaw only. Hogs have front teeth in both jaws. (2) Stomachs of cattle and sheep have four chambers to digest the tough, coarse grasses and fodder they eat. The stomach of the hog has one chamber and can digest all types of food.
- C. The first chamber of the stomach of Bovidae is called the rumen. It contains special bacteria to digest grasses and fodder. When an animal has eaten, it forces small portions of partly digested food back into its mouth to be chewed a second time. This process is called chewing the cud. Chewers of the cud are called ruminants after the name of the first stomach compartment. Ruminants spend much more time chewing the cud than eating the food in the first place.

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1. What are the peccaries?

- primitive hogs
- a kind of wild pig
- the ancestors of today's domestic hogs
- You can't tell from the story.

---

2. Three of the following are true of the American buffalo. Which in NOT true?

- It has a four-chambered stomach.
- It is a cud chewer.
- It has hoofs.
- The upper and lower front teeth act like scissors to cut the grass buffalos eat.

<u>XI-XII</u> R5	4201	Given a selection to read followed by a question and a set of answers the learner will choose the correct answer.
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3. Why do cattle have four-chambered stomachs?

- All animals that have hoofs have four-chambered stomachs.
  - Three of the chambers are used for storage when food is plentiful.
  - The food cattle eat requires a special digestive system.
  - Bovidae eat more food than a one-chamber stomach can digest.
- 

4. Which one of the following is true of ruminants only?

- They all have hoofs.
  - They can eat all types of food.
  - They are all cud chewers.
  - You can't tell from the story.
- 

5. What is said about the ancestry of the animals in this selection?

- All ungulata have a common ancestor.
  - The ancestors of both Bovidae and Suidae were tamed in prehistoric times.
  - The ancestors of both Bovidae and Suidae came from Europe.
  - This selection does not discuss ancestors.
- 

$\frac{1-3}{5}$	Reteach _____	$\frac{4201}{R5}$
$\frac{4-5}{5}$	Mastery _____	

<u>XI-XII</u>		Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection.
R5	4301	

1. Directions: Read the following article.

Walter Reed was born in Virginia on September 13, 1851. He studied at the University of Virginia and at the Medical College of Bellevue Hospital in New York City. In 1874 he joined the United States Army as an assistant surgeon.

During the years that followed, Reed became more and more interested in bacteria--germs that can cause disease. His interest made a big difference in his life. In 1893 the army opened a medical school and Reed became the school's professor of bacteriology. There Reed taught and worked in his laboratory.

In 1898, a war--the Spanish-American War--led Reed even more deeply into research. American soldiers conquered and then occupied a Spanish stronghold--Cuba. The soldiers could not, however, conquer another enemy--yellow fever, a disease that seemed to strike without notice and kill more often than not.

Walter Reed was given a new job: to discover the causes of yellow fever and suggest ways to combat it. To Cuba he went, and there he stayed for two years--1900 and 1901.

On the scene in Cuba he and his co-workers were able to make careful observations. Quickly they rejected the idea that yellow fever was carried from person to person through direct contact. The mosquito, it seemed, was the likely carrier.

2. Now number the following sentences in the order in which they took place in the article.

- \_\_\_\_\_ Reed reasoned that the mosquito was the carrier of malaria.
- \_\_\_\_\_ Reed joined the army as a surgeon.
- \_\_\_\_\_ Reed went to Cuba.
- \_\_\_\_\_ He became intensely interested in the cause of disease.
- \_\_\_\_\_ War broke out in Cuba.

<u>1-3</u>		Reteach _____		
5				<u>4301</u>
<u>4-5</u>		Mastery _____		R5
5				

<u>XI-XII</u>		Given a selection to read, followed by
R5	4401	a question and a set of answers, the learner will choose the correct answer.

Directions: Read the following article. Then read each question and answer it by putting an X beside the best answer.

- A. Carl Sandburg (1878-1967) became one of the most beloved American poets. However, recognition as a poet was gradual. In 1914 his poem "Chicago" was severely criticized because some readers felt that poetry should not be written in the simple language of ordinary people.
- B. Sandburg was born in Galesburg, Illinois. There his father, a Swedish immigrant, worked as a blacksmith. At age 13 Sandburg left school to help earn the family living by shining shoes, sweeping floors, and delivering milk. In the summer of 1895 he worked as a farm hand in the wheat fields of Kansas. In 1898, when the Spanish-American War broke out, he enlisted in the army. After leaving the army, he returned to Galesburg and started working his way through Lombard College. Leaving school shortly before he was to graduate, Sandburg drifted from job to job. He married in 1908 and settled in Milwaukee, Wisconsin. Five years later he moved to Chicago where he became a newspaper reporter.
- C. Sandburg wrote about farm and city life and people. In 1951 he received the Pulitzer Prize for poetry. Eleven years earlier his biography, Abraham Lincoln: The War Years, had won the Pulitzer Prize for history.

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1. Carl Sandburg's father

- \_\_\_ was very wealthy
- \_\_\_ was in need of very little
- \_\_\_ was unable to meet his family's needs

(Continued)

2. Why did Sandburg leave college before graduating?

- He didn't like the professors.
- He couldn't concentrate on school work
- One can only guess-- the article does not tell

3. What did the author mean when he said that Sandburg drifted from job to job?

- He did not work very hard at his job.
- He changed jobs frequently.
- He had only a part-time job.

4. How old was Sandburg when he enlisted in the army?

- 17
- 20
- 23
- 30

5. For which one of the following did Sandburg receive the Pulitzer Prize in 1940?

- for using simple language in his poems
- for writing the life of Abraham Lincoln
- for his poem entitled "Chicago"

$\frac{1-3}{5}$	Reteach _____	$\frac{4401}{R5}$
$\frac{4-5}{5}$	Mastery _____	

Entry 6  
Comprehension: Classifying

Name \_\_\_\_\_

XI-XII      Given a list of words, with or without  
R5      4501      classification headings, the learner  
    will write the words in groups.

Directions: Read the following words. Then rewrite them under the appropriate heading given below.

philosopher

advertise

expire

awesome

artificial

president

avoid

audience

immeasurable

Words that tell the  
name of a person, place  
or thing

Words that suggest  
action

Words that describe  
a person, place or  
thing

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$\frac{1-7}{10}$       Reteach \_\_\_\_\_  
 $\frac{8-10}{10}$       Mastery \_\_\_\_\_       $\frac{4501}{R5}$

Entry 6

Name \_\_\_\_\_

Comprehension : Relationships / Cause-Effect

$\frac{XI-XII}{R5}$	4681	Given a list of causes and a list of effects the learner will put the number of the cause before its correct effect.
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Directions: Read the 5 following statements which are events, actions or happenings. For each event find its possible cause in the next list. Write the number in the correct blank space.

\_\_\_\_\_ The cable car slipped down the hill to the horror of all onlookers.

\_\_\_\_\_ Tom trembled as he approached the fog-covered river.

\_\_\_\_\_ William could not bring himself to pull the trigger and end the horse's life.

\_\_\_\_\_ Without warning the F104 banked sharply and began firing its rockets.

\_\_\_\_\_ Jody did not turn around even when all three men screamed a warning.

1. The relationship between the two of them began almost twelve years ago.
2. Frank hurriedly inspected the part and checked it as being satisfactory.
3. No one but Tom saw large guns.
4. The doctor knew when he was born that he would never hear.
5. He never could forget how close he came to death one afternoon at Mike's pool.

$\frac{1-3}{5}$	Reteach _____	$\frac{4681}{R5}$
$\frac{4-5}{5}$	Mastery _____	

<p>XI-XII 4691 R5</p>	<p>Given sentences with incomplete analogous relationships and a list of words, the learner will choose the words which complete the relationship.</p>
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**Directions:** From the words in the box choose a word to complete the relationship. Write the word on the line.

1. Juice is to liquid as beef is to \_\_\_\_\_.
2. Scent is to odor as area is to \_\_\_\_\_.
3. Pearl is to shell as iron is to \_\_\_\_\_.
4. Fire is to crackle just as bell is to \_\_\_\_\_.
5. Plenty is to scarce just as graceful is to \_\_\_\_\_.
6. Deck is to card as fence is to \_\_\_\_\_.
7. Shut is to slam as twist is to \_\_\_\_\_.
8. Spank is to beat as drip is to \_\_\_\_\_.
9. Operate is to machine as harvest is to \_\_\_\_\_.
10. Simmer is to boil as scorch is to \_\_\_\_\_.

space
ring
board
gush
burn
meat
mine
clumsy
crop
coil

$\frac{1-7}{10}$	Reteach _____	$\frac{4691}{R5}$
$\frac{8-10}{10}$	Mastery _____	

Entry 6  
Comprehension: Critical Reading

Name \_\_\_\_\_

<u>XI-XII</u> R5      4721	Given several statements, the learner will distinguish between sentences containing facts and those containing opinions.
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Directions: Read each statement. Decide whether it is fact or opinion. Put an F beside the statements which are probably facts and an O beside those which are probably opinions.

- \_\_\_\_\_ 1. Stamp collecting is the best hobby a person can have.
- \_\_\_\_\_ 2. Columbus made several voyages to America.
- \_\_\_\_\_ 3. The accident would never have happened if I had been there.
- \_\_\_\_\_ 4. The hot, melted rock from volcanoes is called lava.
- \_\_\_\_\_ 5. A speedometer tells how fast a car is going.
- \_\_\_\_\_ 6. It is foolish to wear a seat belt in a brand new car.
- \_\_\_\_\_ 7. About 3500 years ago, the Phoenicians developed an alphabet.
- \_\_\_\_\_ 8. Living in cold weather isn't good for one's health.
- \_\_\_\_\_ 9. The skeleton of Jumbo, the elephant, is on display in the American Museum of Natural History.
- \_\_\_\_\_ 10. The Mayo Clinic is the finest medical institution in America.

<u>1-7</u> 10	Reteach _____	<u>4721</u> R5
<u>8-10</u> 10	Mastery _____	

Entry 6

Name \_\_\_\_\_

Comprehension: Characterization

<u>XI-XII</u>		Given a story to read, followed by a
R5	4801	list of characteristics, the learner
		will select the characteristics that
		describe a given story character.

Directions: Read the story and be ready to complete the given task.

When King James assumed the throne, there were many changes in the life around the palace. Suddenly, there seemed to be very few people, servants or guests, in evidence. The king, himself, was rarely seen, except at mealtimes.

He did not linger at the dining table, and he did not seem to relish the sumptuous food placed before him. In fact, in a few days, the quality and quantity of food suffered.

The rollicking laughter which once bounced off the walls was hushed. The roaring blaze of the fire became a dying ember. An unpleasant atmosphere filled the palace, as servants exchanged dark glances and shuffled noiselessly, performing their tasks without joy. Their presence was never acknowledged by the king, unless he demanded service. At such times, he addressed them with great disdain.

Underline the words below which seem to describe King James.

- |            |              |            |           |
|------------|--------------|------------|-----------|
| humorless  | extravagant  | fat        | irritable |
| mysterious | affectionate | boisterous | popular   |
| frivolous  | scornful     | unpleasant | talkative |

$\frac{1-3}{5}$	Reread _____	$\frac{4801}{R5}$
$\frac{4-5}{5}$	Mastery _____	

Entry 6  
Word Meanings: Synonyms

Name \_\_\_\_\_

XI-XII 5101 Given a list of words and a list of  
R5 synonyms in random order, the  
learner will match the two lists.

Directions: Read the words in the list on the left. Think of the meaning of each word. Then find a synonym for each word in the list on the right. Write the letter on the blank line.

- |              |       |              |
|--------------|-------|--------------|
| 1. irritate  | _____ | a. humor     |
| 2. blunt     | _____ | b. allow     |
| 3. origina   | _____ | c. confuse   |
| 4. comedy    | _____ | d. disturb   |
| 5. permit    | _____ | e. reluctant |
| 6. squirm    | _____ | f. speaker   |
| 7. orator    | _____ | g. short     |
| 8. confound  | _____ | h. dull      |
| 9. resistant | _____ | i. wriggle   |
| 10. brief    | _____ | j. beginning |

$\frac{1-7}{10}$  Reteach \_\_\_\_\_  $\frac{5101}{R5}$   
 $\frac{8-10}{10}$  Mastery \_\_\_\_\_

Entry 6  
Word Meaning: Synonymous Phrases

Name \_\_\_\_\_

<u>XI-XII</u> R5	5102	Given a list of words and a list of synonymous phrases in random order, the learner will match the two lists.
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Directions: Read each word below. Find the synonymous phrase on the right that explains the word. Write the letter of the phrase on the blank line.

- |               |       |                             |
|---------------|-------|-----------------------------|
| 1. attain     | _____ | a. a meeting place          |
| 2. offend     | _____ | b. full of action           |
| 3. urban      | _____ | c. to hurt one's feelings   |
| 4. dramatic   | _____ | d. to twist and turn        |
| 5. excel      | _____ | e. moist or damp            |
| 6. humid      | _____ | f. having to do with cities |
| 7. dignify    | _____ | g. to get as one's own      |
| 8. rendezvous | _____ | h. to be outstanding        |
| 9. acquire    | _____ | i. to make noble            |
| 10. writhe    | _____ | j. to reach or arrive at    |

$\frac{1-7}{10}$	Reteach _____	$\frac{5102}{R2}$
$\frac{8-10}{10}$	Mastery _____	

Entry 6

Name \_\_\_\_\_

Word Meaning: Antonyms

<u>XI-XII</u> R5	5201	Given a list of words and a scrambled list of antonyms, the learner will choose the correct antonym for each word.
---------------------	------	--

Directions: For each word on the left find an antonym in the list at the right. Write the letter of the antonym on the line.

- |               |       |                |
|---------------|-------|----------------|
| 1. certain    | _____ | a. join        |
| 2. invasion   | _____ | b. defeat      |
| 3. confuse    | _____ | c. harmful     |
| 4. divide     | _____ | d. tragedy     |
| 5. desirable  | _____ | e. confidence  |
| 6. victory    | _____ | f. retreat     |
| 7. beneficial | _____ | g. unsure      |
| 8. comedy     | _____ | h. clarify     |
| 9. despair    | _____ | i. singular    |
| 10. plural    | _____ | j. distasteful |

$\frac{1-7}{10}$	Reteach _____	$\frac{5201}{R5}$
$\frac{8-10}{10}$	Mastery _____	

Entry 6

Name \_\_\_\_\_

Word Meaning: Homonyms

<u>XI-XII</u>	Given an incomplete sentence, followed
R5 5301	by two homonyms, the learner will
	choose the correct homonym to complete the sentence.

Directions: Read the following incomplete sentences, Complete them by writing the correct homonym in the space provided.

- |   |                   |
|---|-------------------|
| 1. A stringed instrument used in ancient times was called a _____.                | liar<br>lyre      |
| 2. He arrived at the _____ after the victims had been taken to the hospital.      | scene<br>seen     |
| 3. The _____ look on his face warned me that he was not pleased.                  | rye<br>wry        |
| 4. The squirrels grew _____ each time we fed them.                                | bolder<br>boulder |
| 5. When we walk down the _____, don't trip me.                                    | aisle<br>I'll     |
| 6. He was the _____ member of the family left on the old farm.                    | sole<br>soul      |
| 7. During the _____ of Queen Elizabeth, many daring adventures took place at sea. | rain<br>reign     |
| 8. The men were overcome with joy when they discovered the _____ of gold.         | vain<br>vein      |
| 9. The horse disappeared because the _____ was left wide open.                    | gait<br>gate      |
| 10. The giant planned to _____ the dragon on the first moonless night.            | slay<br>sleigh    |

$\frac{1-7}{10}$	Reteach _____	
$\frac{8-10}{10}$	Mastery _____	$\frac{5301}{R5}$



## Word Meaning: Multiple Meanings

XI-XII

R5 5401

Given a dictionary entry with multiple meanings and sentences containing that entry, the learner will choose the meaning that fits the sentence.

Directions: Study the definitions and read the sentences which follow. Think about the meaning of the underlined word as it is used in the sentence. Then select the proper meaning from the list of definitions. Write the number which identifies the proper meaning in the blank following each sentence. An example has been done for you.

Example: The composition of this candy includes sugar, chocolate, milk and almonds. 1

composition (kəm'pə zɪ'sh'ən) - 1. the make-up of anything. 2. a short essay written as a school exercise.

exhaust (eg zɔ'st) - 1. to use up. 2. means or way for used steam, gasoline, etc. to escape from an engine. 3. tire out.

initial (i nɪʃ'əl) - 1. occurring at the beginning; first; earliest. 2. the first letter of a word. 3. to mark or sign with initials.

pardon (pɑ'r'dən) - 1. forgive. 2. setting free from punishment.

solution (sə lju'shən) - 1. the solving of a problem. 2. a liquid or mixture formed by dissolving.

stable (stə'bəl) - 1. a building where horses or cattle are kept and fed. 2. a group of animals. 3. not likely to move or change.

1. I'm afraid that we will exhaust our funds if we buy that boat. \_\_\_\_
2. The horses were kept in the stable during the blizzard. \_\_\_\_
3. He made the solution from sugar and vinegar. \_\_\_\_
4. Her initial attempt at skiing resulted in a broken leg. \_\_\_\_
5. After the earthquake, tests showed that steel was a stable building material. \_\_\_\_
6. I wrote a composition about my trip to Mt. Shasta. \_\_\_\_
7. It took me ten hours to arrive at the solution of that problem. \_\_\_\_
8. After running a mile, we were exhausted. \_\_\_\_
9. If he approves of it, my boss will initial the order J. S. L. \_\_\_\_
10. I hope you will pardon me for arriving late. \_\_\_\_

1-7 Reteach \_\_\_\_\_

10

5401

R5

8-10 Mastery \_\_\_\_\_

10

Word Meaning: Figurative Language

<u>XI-XII</u>		Given the words; simile, metaphor, personification, and a list of sentences, the learner will choose those sentences which contain a simile, metaphor, or personification.
R5	5501	

Directions: Read each sentence below. Decide whether the sentence is or contains an example of simile, metaphor or personification. Write the letters s, m, or p in the space provided.

1. The cloud wept with sorrow for the burning forest. \_\_\_\_\_
2. The plane fell from the sky like a wounded bird. \_\_\_\_\_
3. We awoke to find the sleepy moon smiling at us. \_\_\_\_\_
4. His voice was like a clap of thunder in the silence. \_\_\_\_\_
5. The snow drifts were giant pillows. \_\_\_\_\_
6. Our rocking chair squeaked in pain when grandfather rocked. \_\_\_\_\_
7. The crowds were like ants around honey. \_\_\_\_\_
8. His speeches were buckets of words spilling out over the audience. \_\_\_\_\_
9. That small word crawled into my brain and nestled there, awaiting his chance to be used. \_\_\_\_\_
10. Our friendship is like a warm blanket surrounding and warming the soul. \_\_\_\_\_

<u>1-7</u>	Reteach _____	
10		<u>5501</u>
<u>8-10</u>	Mastery _____	R5
10		

Entry 6

Name \_\_\_\_\_

Study Skills: Following Directions

XI-XII

R5

6101

Given a set of various written directions, the learner will complete the tasks in the manner stated.

Directions: Read this paragraph and follow the directions.

---

During the summer, the sun shines throughout the night in parts of Alaska. Even in the winter, when the sun never shines, it is not completely dark. The snow-covered ground glistens from the light given off by the stars, the moon and the northern lights.

1. Draw a line through all the words in the paragraph that contain the three letters h, e, and t, in one word.
2. On the back of this paper list all the words in the paragraph which have more than six letters in them.
3. Circle the words or phrases in the paragraph which have something to tell about time or the passage of time.
4. Write this title on the line above the paragraph: Shedding Light on Alaska
5. Write your teacher's name on the line in the lower right-hand corner of this paper.

1-3  
5

Reteach \_\_\_\_\_

4-5  
5

Mastery \_\_\_\_\_

6101  
R5

Study Skills: Parts of a Book  
Table of Contents

<u>XI-XII</u>		Given a sample table of contents, followed by a question with several answers, the learner will use the table of contents to choose the correct answer.
R5	6221	

Directions: Below is the table of contents of a book called Our Country. Use it to answer Exercises 1-5.

### CONTENTS

Map List .....	6
Atlas .....	7
Unit I HOW OUR COUNTRY BEGAN .....	25
Chapter	
1. The First Americans .....	26
2. Finding and Exploring the New World ...	45
3. The Thirteen English Colonies.....	68
4. The Struggle for Independence.....	84
5. Our Country Is Born .....	99
Unit II HOW OUR COUNTRY	
BECAME A GREAT NATION .....	115
6. Pioneers on the March.....	116
7. Our Nation Grows and Spreads.....	132
8. Machines Help Our Nation Grow.....	141
9. The North and South Fight a War .....	159
10. Growth and World Leadership .....	177
Unit III THE PEOPLE OF OUR COUNTRY.....	198
11. Where People Live .....	199
12. How People Travel and Exchange	
Goods .....	214
13. How People Keep in Touch with	
One Another .....	293
14. How People Spend Their Leisure Time..	315

1. In which chapter will you find information on how the invention of the threshing machine influenced wheat growing in Kansas?

\_\_\_\_\_ 7

\_\_\_\_\_ 10

\_\_\_\_\_ 8

\_\_\_\_\_ 12

Entry 6 - Continued  
Study Skills: Parts of a Book  
Table of Contents

Name \_\_\_\_\_

2. What would you expect to find on pages 7-24?

- \_\_\_\_\_ a number of different maps
- \_\_\_\_\_ several charts, graphs, and maps
- \_\_\_\_\_ a list of references
- \_\_\_\_\_ acknowledgments

3. In which chapter are you most likely to find the subtitle Playgrounds of America?

- \_\_\_\_\_ 6
- \_\_\_\_\_ 11
- \_\_\_\_\_ 12
- \_\_\_\_\_ 14

4. Where would you look to find the page number for the map that shows the westward routes of pioneers?

- \_\_\_\_\_ page 6
- \_\_\_\_\_ page 7
- \_\_\_\_\_ page 116
- \_\_\_\_\_ page 132

5. Chapter 1 might tell about which one of the following?

- \_\_\_\_\_ the first Thanksgiving
- \_\_\_\_\_ the Pilgrims' first winter in America
- \_\_\_\_\_ Columbus' first voyage to America
- \_\_\_\_\_ the American Indian before the white man came

$\frac{1-3}{5}$	Reteach _____	6221
$\frac{4-5}{5}$	Mastery _____	

Entry 6  
 Study Skills: Glossary  
 Guide Words

Name \_\_\_\_\_

XI-XII  
 R5      6241      Given some glossary guide words and corresponding page numbers, followed by a word and a choice of four page numbers, the learner will mark the page number where the word can be found.

Directions: At the top of some glossary pages are two guide words and a page number. The guide words are the first and last words on that page. Use the list of guide words and page numbers below to decide where you would find the words in Exercises 1-5.

disrupt	438	expedition
experience	439	gyrate
haughty	440	irritate
ivory	441	mink
mint	442	peasant

1. opposite

- \_\_\_ 439
- \_\_\_ 440
- \_\_\_ 441
- \_\_\_ 442

2. eerie

- \_\_\_ page 438
- \_\_\_ page 439
- \_\_\_ page 440
- \_\_\_ page 441

3. fossil

- \_\_\_ page 438
- \_\_\_ page 439
- \_\_\_ page 440
- \_\_\_ page 441

4. image

- \_\_\_ page 439
- \_\_\_ page 440
- \_\_\_ page 441
- \_\_\_ page 442

5. justice

- \_\_\_ page 439
- \_\_\_ page 440
- \_\_\_ page 441
- \_\_\_ page 442

$\frac{1-3}{5}$	Reteach _____	$\frac{6241}{R5}$
$\frac{4-5}{5}$	Mastery _____	

<u>XI-XII</u> R5	6341	Given a list of four words, the learner will alphabetize the words up to the 4th letter.
---------------------	------	--

Directions: In each of Exercises number words in alphabetical order.

1. \_\_\_ aardvark  
\_\_\_ accustom  
\_\_\_ assembly  
\_\_\_ apparent

2. \_\_\_ little  
\_\_\_ lizard  
\_\_\_ lily  
\_\_\_ lithe

3. \_\_\_ special  
\_\_\_ shoe  
\_\_\_ shoot  
\_\_\_ seizure

4. \_\_\_ resound  
\_\_\_ reset  
\_\_\_ reason  
\_\_\_ reach

5. \_\_\_ conceive  
\_\_\_ conduct  
\_\_\_ convince  
\_\_\_ connect

$\frac{1-3}{5}$	Reteach _____	$\frac{6341}{R5}$
$\frac{4-5}{5}$	Mastery _____	

Study Skills: Glossary  
Pronunciation Code

XI-XII	Given a pronunciation code, and a coded
R5 6451	paragraph, the learner will use the code to rewrite the paragraph.

Directions: Use the pronunciation code below to rewrite the following paragraph.

Teacher: Misspelled words should not be counted wrong if the student can orally pronounce the word correctly. Count only numbered words.

Tú un-dər-stand' hwot  $\frac{\text{FH}\text{ə}}{1}$   $\frac{\text{d}\text{ok}'\text{-t}\text{ərz}}{2}$

$\frac{\text{bi-l}\text{ēvd}'}{3}$  kən-sər'-ning FHə  $\frac{\text{f}\text{ōrs}'\text{-iz}}{4}$

ov ə-trak'-shən, and  $\frac{\text{ri-pul}'\text{-shən,}}{5}$

$\frac{\text{t}\text{āk}}{6}$  ə pār ov mag'-nits. hwen FHə

$\frac{\text{poz}'\text{-i-tiv}}{7}$   $\frac{\text{p}\text{ōl}}{8}$  ov wun mag'-nit iz

plāst nēr FHə neg'-ə-tiv pōl ov

$\frac{\text{ə-nu}\text{FH}'\text{-ər}}{9}$  FHə mag'-nits  $\frac{\text{p}\text{ul}}{10}$  tū-geFH-ər

hat, āge, cāre, fāther; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; house; cup, fūll, rūle, ūse; th, thin; FH, then; zh, measure; ə represents a in about, e in taken i in pencil, o in lemon, u in circus

$\frac{1-7}{10}$  Reteach \_\_\_\_\_

$\frac{3-10}{10}$  Mastery \_\_\_\_\_

$\frac{6451}{R5}$

## Study Skills: Dictionary-Definition

<u>XI-XII</u> R5	6461	Given a sentence with an underlined word the learner will use the dictionary to write a definition of the word.
---------------------	------	---

Directions: Read each sentence. For each underlined word choose the correct meaning from the list of meanings at the right. Write the number in the box.

- |   |  |
|---|--|
| <p>1. John was wounded in battle. There was little hope that he would <u>rally</u> after hospital treatment. <input type="checkbox"/></p> | <p>1. <u>rally</u> (ral' i ) (1) to bring back together in a state of order (2) to revive or recover (3) to rise in price as in the stock market</p> |
| <p>2. Modern day transportation is a sure way to <u>save</u> time. <input type="checkbox"/></p>   | <p>2. <u>save</u> (sāv ) (1) to rescue or preserve from harm or danger (2) to preserve for future use (3) to prevent loss or waste of</p>            |
| <p>3. The coach announced that the next exercise would <u>separate</u> the men from the boys. <input type="checkbox"/></p>                | <p>3. <u>separate</u> (sep ə rāt' ) (1) to set apart into groups (2) to go in different directions (3) not shared by others</p>                      |
| <p>4. Her queenly gown was trimmed with the finest <u>lace</u> that money could buy. <input type="checkbox"/></p>                         | <p>4. <u>lace</u> (lās) (1) a string used to draw together the parts of a shce (2) a fine netting of material (3) to draw together</p>               |
| <p>5. When he signed the <u>deed</u> he knew that he was saying goodbye to his beloved land. <input type="checkbox"/></p>                 | <p>5. <u>deed</u> (dēd ) (1) a thing done (2) a feat of courage or skill (3) a document that states a contract</p>                                   |

<u>1-3</u> 5	Reteach _____	6461
-----------------	---------------	------

<u>4-5</u> 5	Mastery _____
-----------------	---------------

<u>XI-XII</u> R5	6501	Given a selection to read, followed by the main headings of an incomplete outline, the learner will complete the outline.
---------------------	------	---

Directions: After reading the selection below, complete the outline beneath the selection.

A fast-growing occupation is window washing. During the past twenty-five years, thousands of large, high-rise buildings have gone up, especially in the larger cities. In these buildings a great deal of glass has been used.

New methods of washing windows have been developed. One method uses an outside elevator scaffold which moves up and down the building, taking the workmen from window to window. Another system uses windows that pivot and are cleaned from the inside. But still many windows are washed from a ladder.

Window washing can be dangerous. High winds are always a serious threat when a workman is hundreds of feet above the street. Safety belts can break from their anchors. Elevator scaffolds can fall. Ladders can be knocked over. Glass can be broken when rubbed briskly and this can lead to injuries. Workmen need to be alert to all dangers.

I. Window washing, a growing occupation

- A. \_\_\_\_\_
- B. \_\_\_\_\_

II. Ways of washing windows

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

III. Dangers of window washing

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

$\frac{1-7}{10}$	Reteach _____	
$\frac{8-10}{10}$	Mastery _____	$\frac{6501}{R 5}$

Entry 6  
Study Skills: Summarizing

Name \_\_\_\_\_

<u>XI-XII</u> R5	6601	After reading a short paragraph the learner will write a one sentence summary.
---------------------	------	--

Directions: Read the following paragraph. In the space that follows write a sentence which summarizes the paragraph.

Once the competition began Babe realized that she had a difficult task ahead of her. Of the ten events, she was entered in eight. The other girls were participating in only one or two because of their large teams. There would be a chance for them to rest. But Babe knew she was in peak condition. It was one of those days when she felt as if she could do anything!

---

---

( Any acceptable answer )

Check one

Reteach _____	<u>6601</u>
Mastery _____	R5

32

XI-XII

R5

6701

Given incomplete statements followed by a selection and a limited amount of time, the learner will skim the selection and complete the statements.

Directions: Read these statements. Then skim the following article and complete the statements. You will be timed during this exercise.

1. Anti-biotics are substances that fight \_\_\_\_\_.
2. Drugs are often man-made chemicals, but anti-biotics are produced by \_\_\_\_\_ found in the soil.
3. Sir Alexander Fleming discovered \_\_\_\_\_ by accident.
4. Ten years later, it was possible to produce penicillin in large \_\_\_\_\_.
5. Penicillin has proven to be \_\_\_\_\_ in fighting disease.

#### Antibiotics

Has your doctor ever given you a shot of penicillin to combat an illness? Penicillin is not a drug, but an antibiotic. Drugs, for the most part, are man-made chemicals. Antibiotics are germ-fighting substances produced by certain micro-organisms and molds found in the soil.

Who discovered antibiotics? The honor belongs to an Englishman named Sir Alexander Fleming. Like many of the great discoveries in medicine, Fleming's discovery of antibiotics was an accident. One day in 1929, Fleming noticed that bacteria he was growing had become contaminated with a blue-green mold called *Penicillium Notatum*. Fleming started to throw the dish away. Then he noticed a curious thing. No bacteria were growing around the edge of the mold. Fleming recognized that a substance produced by the mold had checked the growth of the bacteria. He called the substance penicillin.

It was not until 1939 that a way was found to produce penicillin in large quantities. Since then, however, penicillin has proved to be the most valuable bacteria-fighting substance ever developed.

1-3

5

Reteach \_\_\_\_\_

6701

R5

4-5

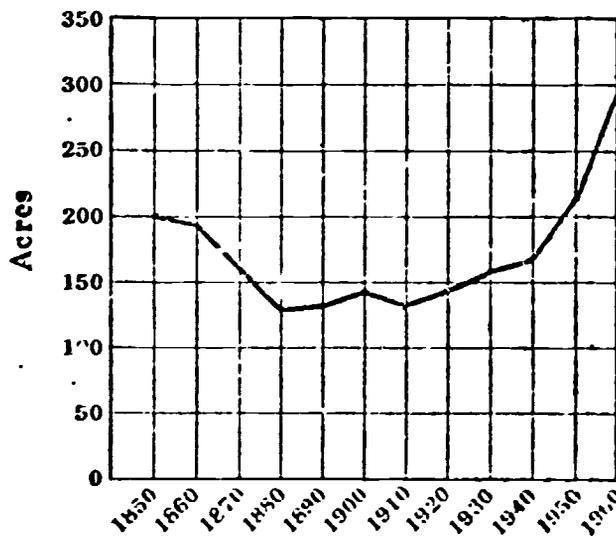
5

Mastery \_\_\_\_\_

<u>XI-XII</u>	Given a graph, diagram, or
R5 6821	picture, followed by several questions, the learner will use the above illustrations to answer the questions.

Directions: Study the graph. Then answer the questions below, using the graph to find the answers.

Average Size of Farms in U.S.



Circle the number of each true statement.

1. Since 1850, the average farm size in America has not been less than 125 acres.
2. From 1860 to 1880 the average farm size increased.
3. The average farm size in 1880 and 1940 were about the same.
4. The average farm size in 1960 was about 100 acres more than in 1850.
5. It can be said that the average farm size is on the increase.

$\frac{1-3}{5}$	Reteach _____	
$\frac{4-5}{5}$	Mastery _____	$\frac{6821}{R5}$

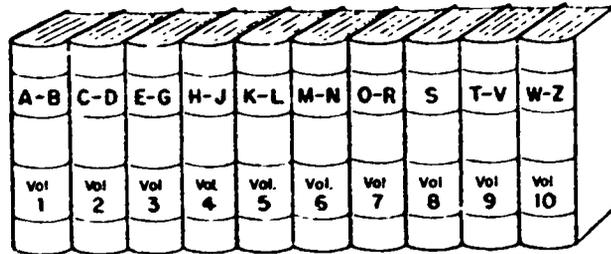
## Study Skills: References

XI-XII

R5 6831

Given an illustration of a set of encyclopedias, followed by a question, the learner will choose the number of the volume(s) in which the answer to the question can be found.

Directions: Below is a set of encyclopedias. Use the picture to answer Exercises 1-5.



1. If you wanted to know which state -- Iowa, Minnesota, or Wisconsin -- leads in dairy products, which volume would you consult?

\_\_\_ Volume 2  
\_\_\_ Volume 4

\_\_\_ Volume 6  
\_\_\_ Volume 10

2. Where would you look first to find information about lemons, limes, oranges, and other citrus fruits?

\_\_\_ Volume 2  
\_\_\_ Volume 5

\_\_\_ Volume 6  
\_\_\_ Volume 7

3. Where would you look to find information about Hernando Cortes and his conquest of the Aztec Indians in southern Mexico?

\_\_\_ Volume 1  
\_\_\_ Volume 2

\_\_\_ Volume 6  
\_\_\_ Volume 8

4. If you wanted to find information about the climate in San Diego, California, which volume would you choose?

\_\_\_ Volume 2  
\_\_\_ Volume 8

\_\_\_ Volume 9  
\_\_\_ Volume 10

5. In which volume would you look if you wanted to read about Eohippus (e-o-hip'-us), the first horse to inhabit the earth?

\_\_\_ Volume 2  
\_\_\_ Volume 4  
\_\_\_ Volume 5  
\_\_\_ Volume 6

$\frac{1-3}{5}$	Reteach _____	$\frac{6831}{R5}$
$\frac{4-5}{5}$	Mastery _____	

## Study Skills: References

XI-XII

R5

6851

Given a question, followed by a choice of references, the learner will choose the reference where the answer to the question can be found.

Directions: Read each question. Answer it by putting an **X** beside the best answer.

1. Where would you look to learn which syllable in a word is accented after a suffix is added?

- in a book called English Pronunciations  
 in a spelling book  
 in a book called The Words We Use  
 in the dictionary

2. Where would you look to find the index of a book?

- immediately after the title page  
 at the back of the book  
 at the end of each chapter  
 There is no special place in a book where authors put the index.

3. Where would you look for a map showing the course of the Colorado River?

- in a history book  
 in an atlas  
 in the dictionary  
 in a geology book

4. The title of a story is written like this: The Woodland God Pan<sup>1</sup>. What does the numeral<sup>1</sup> after the word Pan indicate?

- a footnote  
 a glossary word  
 a subtitle in an outline  
 the number of the chapter

5. Where would you look in a book called Modern Health to find out if the book contains information on first aid?

- in the contents  
 in the glossary  
 in the index  
 in the acknowledgments

$\frac{1-3}{5}$	Reteach _____	$\frac{6851}{R5}$
$\frac{4-5}{5}$	Mastery _____	



3. What type of literature does this selection represent?

- |                                  |                                    |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> essay   | <input type="checkbox"/> biography |
| <input type="checkbox"/> fiction | <input type="checkbox"/> legend    |

D. Regional dialects have existed in the United States since the founding of the colonies. In the 1600's many dialects were spoken in England. People of particular dialect groups settled in certain parts of the New World, making speech in different areas of the colonies distinctive. Through the years changes have occurred so that today American dialects are no longer like those spoken in England. But these early influences are still present. Even today the clearest divisions between dialect regions can be noted along the eastern seaboard where the colonies were first established.

4. What type of literature does this selection represent?

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> fiction       | <input type="checkbox"/> essay     |
| <input type="checkbox"/> autobiography | <input type="checkbox"/> biography |

E. After dinner Babe picked up a newspaper. The story was there. Reporters called her a "Wonder Girl" and a "Super Athlete." They said her performance had been the most amazing in track and field history! She had placed in seven of the eight events she had entered, winning five and tying for first in a sixth. She had certainly won her place on the Olympic team!

5. What type of literature does this selection represent?

- |  |                                 |
|--|---------------------------------|
| <input type="checkbox"/> autobiography | <input type="checkbox"/> legend |
| <input type="checkbox"/> fiction       |                                 |
| <input type="checkbox"/> biography     |                                 |

$\frac{1-3}{5}$	Reteach _____	$\frac{7201}{R5}$
$\frac{4-5}{5}$	Mastery _____	

## Literary Skills: Author's Purpose

XI-XII		After reading a selection, the learner
R6	7301	will select the author's purpose for writing the selection from a given list of purposes.

Directions: From this list of purposes that an author might use in writing an article select the purpose for each article below and write the correct number in front of the article. Sometimes you will find more than one purpose for each article.

1. create suspense
2. relate information
3. teach a moral
4. supply historical facts
5. provide enjoyment

\_\_\_\_\_ There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. "Very uncomfortable for the Dormouse," thought Alice; "only as it's asleep, I suppose it doesn't mind."

\_\_\_\_\_ Walter Reed was born in Virginia on September 13, 1851. He studied at the University of Virginia and at the Medical College of Bellevue Hospital in New York City. In 1874 he joined the United States Army as an assistant surgeon.

\_\_\_\_\_ For years the old Bates mansion sat on the hill outside Millersville. Hundreds of legends grew up around this house and its mysterious past. No one knew who Bates was or where he came from. He came to Millersville in the early 1890's with his new bride. He built a beautiful house and he and his wife moved into it. Soon the yard was full of weeds and the fancy "gingerbread" trim--woodwork--began to weather and fall off. The house sat in darkness, except for a single light which burned constantly in the tower for the next forty years.

(Continued)

Entry 6 - (Continued)  
Literary Skills: Author's Purpose

Name \_\_\_\_\_

\_\_\_\_\_ My brother has rebuilt an old car. Among the things he's done are stripping off the chrome, restyling the grill, adding new custom-made hub caps and bumpers. He has made almost no modifications in the engine or the interior.

\_\_\_\_\_ John was angry at being bawled out. I'll make you eat your words," he thought. But when he calmed down, he realized he should take his father's lecture with a grain of salt.

$\frac{1-3}{5}$	Reteach _____	$\frac{7301}{R6}$
$\frac{4-5}{5}$	Mastery _____	