



**GRADE
GROUP READING ASSESSMENT AND
DIAGNOSTIC EVALUATION ©2001
GRADE RESOURCE LIBRARY ©2002
READING FLUENCY INDICATOR ©2004**



Correlated to

**OHIO
ENGLISH LANGUAGE ARTS INDICATORS
GRADES PK – 6**

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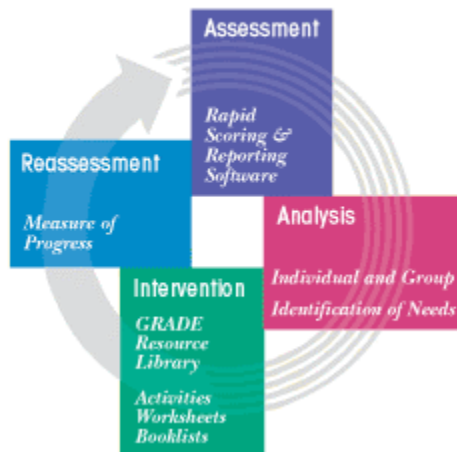
Materials used in this OHIO/Pearson Learning Group Correlation:

GRADE: Group Reading Assessment and Diagnostic Evaluation

Levels P, K, 1, 2, 3, 4, 5, 6 – All Form A

(Form B tests same content with different test items and in a different order for spring administration comparison purposes)

GRADE Total Solution



Reliable results pinpoint students' individual reading levels

Age Range: Prekindergarten through Adult

Administration Time: 45-90 minutes, as one session or in multiple, shorter sessions

Scores/Interpretation: Percentile ranks, standard scores, grade equivalents, normal curve equivalents, stanines, and growth scale values

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GRADE: Group Reading and Diagnostic Evaluation Form A

GRL: GRADE Resource Library

RFI: Reading Fluency Indicator Progress Record Form page numbers

GRADE gives you everything you need for a complete cycle of assessment and focused reading instruction. Use the test to assess students' baseline skills. Diagnostic Analysis worksheets help pinpoint strengths and weaknesses so you can target instruction. Correlated, reproducible intervention materials are available to measure and track reading growth.

For children in prekindergarten and early elementary grades, **GRADE** offers subtests that focus on the critical early reading skills identified by the National Reading Panel. In later elementary grades through post-secondary assessment, the test battery continues to monitor fundamental reading skills. It is also the only test available that offers a listening comprehension subtest at all levels.

This means that **GRADE** gives you the resources you need to consistently measure and document student reading levels and their response to your programmed reading instruction. **GRADE** was designed with a number of unique features that help you measure reading skills with confidence:

- Untimed subtests allow students to complete each section at their own pace, giving you an accurate picture of their skills
- Test design builds student confidence, placing hardest items toward the middle of each subtest so students work to a sense of completion and finish with some easier items
- Out-of-level testing allows you to assess very low- and very high-performing students at their functional level and identify skills they have mastered
- On-site scoring provides immediate feedback on students' results
- Diagnostic score reports pinpoint student strengths and weaknesses
- Correlated remediation materials give you resources to improve students' reading skills in weak areas

Report reading progress

GRADE also helps you report reading progress as required by federal and state guidelines. The assessment consistently measures student reading skills using Growth Scale Values. This makes it easy to track and report progress for individuals, classes, schools, or an entire district.

In-depth, reliable scores

GRADE delivers reliable reading diagnostics for individual students, but can be given in a group or classroom setting. Each **GRADE** level gives teachers diagnostic analyses that profile both individual and classroom strengths and weaknesses. And with two parallel forms per level, **GRADE** can also be used to follow progress and monitor growth throughout a student's education.

GRADE provides all the tools you need to easily administer, score, and report accurate results:

- Diagnostics with score comparisons and narrative results
- The ability to score by hand or with local scoring software
- Scores in percentile ranks, standard scores, grade equivalents, normal curve equivalents, stanines, and growth scale values

Watch your students' abilities grow

With 11 levels, GRADE helps you confidently test prekindergarten to postsecondary students. At each level, GRADE identifies strengths and weaknesses for easy placement and intervention. And with parallel pre- and posttesting and consistent scoring throughout all levels, GRADE lets you track your students as their skills develop.

GRADE scoring and reporting software – View actual sample print-outs of these software reports in Appendix B of this document.



Easy-to-use GRADE software provides local scoring and reporting capabilities. The software package includes spring and fall on-level and out-of-level normative scores for Levels P through M and allows for imported files for those who prefer to scan GRADE Answer Sheets or Student Booklets. Available reports include group and individual score summaries, group and individual diagnostic analyses for each subtest, and reports to parents and students.

- Score tests on-site for immediate on-screen or printed feedback you can use in your classroom:
- Flexible reporting options allow you to distill exactly the data you need
- Data fields on reports give you the option to make personalized comments to each student
- Rapidly convert raw scores to normative scores to obtain a meaningful measure of students' skills
- Choose individual or group reports to learn information about each student's progress or gain a global picture of group skills
- Detailed item analysis helps you pinpoint the skills your students need to work on
- Track and monitor student skill gains using Growth Scale Values that provide an accurate measure of growth over time to help you with reporting requirements for state and federal programs

GRADE Scoring & Reporting Software SINGLE PC Version.

- Designed for the classroom teacher or a single school installation.
- Install on one computer and enter student data via keyboard or mouse.
- Quickly score and produce individual student or group reports.
- Data can be imported or exported.
- Track individual student or classroom reading progress.
- Complete range of GRADE reports.

GRADE Out of Level Norms Supplement

GRADE: Group Reading and Diagnostic Evaluation Form A
GRL: GRADE Resource Library
RFI: Reading Fluency Indicator Progress Record Form page numbers

The GRADE Out-of-Level Norms Supplement is a 205 page book of norm tables. The out-of-level norms in the supplement are for score conversions when students have been given a level of GRADE above or below their current grade of enrollment.



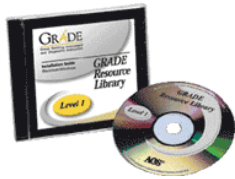
ASSESS STUDENT PROGRESS TOWARD READING FIRST GOALS:

GRADE offers scientifically based subtests and content that align with Reading First goals. Use this in-depth assessment to measure students' reading skills as part of your Reading First program.

The **Reading First Assessment Committee** has created an Analysis of Reading Assessment Measures Coding Form - outlining the criteria Reading First programs should use to judge the technical adequacy of evaluation tools under consideration for use in their Reading First programs. This Reading First Assessment Committee Coding Form has been completed using **GRADE** (Group Reading Assessment and Diagnostic Evaluation), as an example.

To view the Sample Reading Assessment Measures Coding Form please go to <http://www.agsglobe.com/pdf/GRADE3.pdf>

Materials, continued:



GRADE RESOURCE LIBRARY (GRL)

Available on CD-ROM for each of the 11 levels, the GRADE Resource Libraries provide a direct link from test results to intervention. Once you test students to pinpoint their strengths and weaknesses, use the extensive GRL to plan intervention strategies. GRL CD-ROM operates on Macintosh or Windows platforms.

Choose from teacher-led activities, student worksheets, and more. All materials are reproducible, so you can simply print and copy the resources you need.

The GRL for each level also contains a reading booklist with 500 authors and titles. Within each level, the booklist is separated into different comprehension categories. Those categories by level are as follows:

- Level P - Alphabet, Cause & Effect, Compare & Contrast, Concepts, Main Idea/Detail, Phonics/Decoding, and Rhyming
- Level K - Cause & Effect, Compare & Contrast, Main Idea/Detail, Phonics/Decoding, and Rhyming
- Level 1 - Cause & Effect, Compare & Contrast, Drawing Conclusions, Main Idea/Detail, Phonics/Decoding, and Rhyming
- Level 2 - Cause & Effect, Chapter Books, Compare & Contrast, Drawing Conclusions, Main Idea/Detail, Making Inferences, Phonics/Decoding, and Rhyming
- Level 3 - Cause & Effect, Chapter Books, Compare & Contrast, Drawing Conclusions, Making Inferences, and Phonics/Decoding
- Level 4 - Cause & Effect, Chapter Books, Compare & Contrast, Drawing Conclusions, and Making Inferences
- Levels 5 through A - Cause & Effect, Compare & Contrast, Drawing Conclusions, and Making Inferences

GRADE: Group Reading and Diagnostic Evaluation Form A

GRL: GRADE Resource Library

RFI: Reading Fluency Indicator Progress Record Form page numbers

Materials, continued:

Reading Fluency Indicator (RFI)



This tool is a brief, individually administered assessment of oral reading fluency that measures rate, accuracy, comprehension, and prosody (proper expression). It consists of graded passages at all 9 levels that correspond to the levels on the GRADE (8 levels are used in the following Ohio correlation):

- Level P (emerging readers)
- Level K
- Levels 1-6

The RFI takes approximately 10-15 minutes to administer. It yields information regarding a student's independent and instructional reading levels, including specific word recognition and comprehension abilities. As a criterion-referenced measure, the RFI is also a powerful tool to help teachers monitor and track each student's progress over time.

Paired with the **GRADE**, the Reading Fluency Indicator contributes to a full measure of reading skills as recommended by the National Reading Panel. You can identify reading levels, obtain diagnostic information, plan appropriate instruction, and measure progress with these two easy-to-use tests from Pearson AGS Globe.

OHIO ENGLISH LANGUAGE ARTS	PEARSON LEARNING GROUP PUBLISHING
PRE-KINDERGARTEN INDICATORS	LEVEL P GRADE, GROUP RESOURCE LIBRARY, RFI
<p>Phonemic Awareness, Word Recognition and Fluency Standard A. Use letter-sound correspondence knowledge and structural analysis to decode words. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).</p>	<p>GRADE Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 Rhyming #1-14 GRL Activities PPA-A08b GRL Worksheets PPA-W01a to PPA-W04c Booklists: Rhyming RFI Pages i, 1-4</p>
<p>Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., <i>cat</i>, <i>ap-ple</i>).</p>	
<p>Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).</p>	<p>GRADE Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 Rhyming #1-14 GRL Activities PPA-A01 to PPA-A03, PPA-A04c, PPA-A08a-b GRL Worksheets PPA-W01a to PPA-W01h, PPA-W02a to PPA-W04c Booklists: Alphabet, Phonics/Decoding</p>
<p>Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/as in <i>Bob</i>, <i>ball</i>, <i>baby</i>; /t/ as in <i>Matt</i>, <i>kite boat</i>).</p>	<p>GRADE Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 Rhyming #1-14 GRL Activities PPA-A01 to PPA-A03, PPA-A04c, PPA-A08a-b GRL Worksheets PPA-W01a to PPA-W01h, PPA-W02a to PPA-W04c Booklists: Alphabet, Phonics/Decoding</p>
<p>Recognize and name some upper and lower case letters in addition to those in first name.</p>	<p>GRL Activities PCB-A09 Booklists: Alphabet, Phonics/Decoding</p>
<p>Recognize that words are made up of letters (e.g., c-a-t).</p>	<p>GRL Activities PCB-A09 Booklists: Alphabet, Phonics/Decoding RFI Pages i, 1-4</p>
<p>B. Demonstrate fluent oral reading using sight words and decoding skills, varying intonation and timing as appropriate for text. Identify own name in print</p>	
<p>Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans).</p>	<p>GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts</p>

OHIO ENGLISH LANGUAGE ARTS PRE-KINDERGARTEN INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL P GRADE, GROUP RESOURCE LIBRARY, RFI
Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., <i>Brown Bear, Brown Bear</i>).	RFI Pages i, 1-4
Acquisition of Vocabulary Standard A. Use context clues to determine the meaning of new vocabulary. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.	GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts
B. Read accurately high-frequency sight words. Recognize and demonstrate an understanding of environmental print (e.g., STOP on a stop sign).	RFI Pages i, 1-4
Name items in common categories (e.g., animals, food, clothing, transportation, etc.).	GRADE Picture Categories #1-10 GRL Activities PCB-A01a to PCB-A05 GRL Worksheets PCB-W01a to PCB-W02d
Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).	GRADE Verbal Concepts #1-10 GRL Activities PCB-A06a-b GRL Worksheets PCB-W05 to PCB W06g
E. Use resources to determine the meanings and pronunciations of unknown words. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).	GRL Refer to Booklist/Phonics/Decoding Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.	Sequence: GRL Worksheets PCB-W01a to PCB-W01d
Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).	
Hold books right side up, know that people read pages from front to back, top to bottom and read words from left to right.	GRADE Verbal Concepts #1-10, Picture Matching #1-10 Rhyming #1-14, Picture Differences #1-8 Listening Comprehension #1-18 Picture Categories #1-10 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 GRL Worksheets PCB-W05 Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts RFI Pages i, 1-4
Begin to distinguish print from pictures.	GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause &

OHIO ENGLISH LANGUAGE ARTS PRE-KINDERGARTEN INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL P GRADE, GROUP RESOURCE LIBRARY, RFI
	Effect, Compare & Contrast, Main Idea/Details, Concepts RFI Pages i, 1-4
B. Make predictions from text clues and cite specific examples to support predictions. Predict what might happen next during reading of text.	GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts RFI Pages i, 1-4
C. Draw conclusions from information in the text. Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.	GRL Worksheets PCB-W01a to PCB-W01d RFI Pages i, 1-4
D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”).	GRADE Verbal Concepts #1-10, Picture Matching #1-10 Rhyming #1-14, Picture Differences #1-8 Listening Comprehension #1-18 Picture Categories #1-10 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 GRL Activities: All Activities GRL Worksheets: All Worksheets GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts RFI Pages i, 1-4
E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). Answer literal questions to demonstrate comprehension of orally read age-appropriate text.	GRADE Listening Comprehension #1-18 GRL Activities PLC-A01 to PLC-A05 RFI Pages i, 1-4
F. Apply and adjust self-monitoring strategies to assess understanding of text. Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).	GRADE Listening Comprehension #1-18 GRL Activities PLC-A01 to PLC-A05
Select favorite books and poems and participate in shared oral reading and discussions.	GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts
Reading Applications: Informational, Technical and Persuasive Text Standard A. Use text features and structures to organize content, draw conclusions and build text knowledge. Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).	GRADE Verbal Concepts #1-10, Picture Matching #1-10 Rhyming #1-14, Picture Differences #1-8 Listening Comprehension #1-18 Picture Categories #1-10 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 GRL Activities: All Activities GRL Worksheets: All Worksheets

OHIO ENGLISH LANGUAGE ARTS PRE-KINDERGARTEN INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL P GRADE, GROUP RESOURCE LIBRARY, RFI
	GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts
C. Identify the central ideas and supporting details of informational text. Retell information from informational text. Tell the topic of a selection that has been read aloud (e.g., What is the book about?).	GRADE Listening Comprehension #1-18 GRL Activities PLC-A01 to PLC-A05 GRL Booklists: Main Idea/Details
D. Use visual aids as sources to gain additional information from text. Gain text information from pictures, photos, simple charts and labels.	GRADE Verbal Concepts #1-10, Picture Matching #1-10 Rhyming #1-14, Picture Differences #1-8 Listening Comprehension #1-18 Picture Categories #1-10 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 GRL Activities: All Activities GRL Worksheets: All Worksheets GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts RFI Pages i, 1-4
E. Evaluate two- and three-step directions for proper sequencing and completeness. Follow simple directions.	GRADE Verbal Concepts #1-10, Picture Matching #1-10 Rhyming #1-14, Picture Differences #1-8 Listening Comprehension #1-18 Picture Categories #1-10 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 GRL Activities: PLC-A02a to PLC-A02h
Reading Applications: Literary Text Standard	
A. Compare and contrast plot across literary works. Identify characters in favorite books and stories.	GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts
Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).	GRL Booklists: Compare & Contrast
B. Use supporting details to identify and describe main ideas, characters and setting. Identify characters in favorite books and stories.	GRL Booklists: Alphabet, Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Concepts
C. Recognize the defining characteristics and features of different types of literary forms and genres. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).	GRL Activities PLC-A01
Participate in shared reading of repetitious or predictable text.	
Communication: Oral and Visual Standard	
A. Use active listening strategies to identify the main idea and to gain information from oral	GRADE Listening Comprehension #1-18

OHIO ENGLISH LANGUAGE ARTS PRE-KINDERGARTEN INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL P GRADE, GROUP RESOURCE LIBRARY, RFI
presentation. Attend to speakers, stories, poems and songs.	GRL Activities PLC-A01 to PLC-A05
B. Connect prior experiences, insights and ideas to those of a speaker. Connect information and events to personal experiences by sharing or commenting.	GRADE Listening Comprehension #1-18 GRL Activities PLC-A01 to PLC-A05
C. Follow multi-step directions. Follow simple oral directions.	GRADE Verbal Concepts #1-10, Picture Matching #1-10 Rhyming #1-14, Picture Differences #1-8 Listening Comprehension #1-18 Picture Categories #1-10 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 GRL Activities: PLC-A02a to PLC-A02h

OHIO ENGLISH LANGUAGE ARTS KINDERGARTEN INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL K GRADE, GROUP RESOURCE LIBRARY, RFI
Phonemic Awareness, Word Recognition and Fluency	
1. Read own first and last name.	
2. Identify and complete rhyming words and patterns.	GRADE Rhyming #1-14 GRL Activities KPA-A01a to KPA-A01e, KLC-A06 GRL Worksheets KPA-W01a to KPA-W02f, KPA-W07, KDC-W02, KDC-W03f, KDC-W01a Booklists: Rhyming
3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.	GRL Activities KPA-A09a to KPA-A09b
4. Distinguish and name all upper-and lower-case letters.	GRADE Letter Recognition #1-11 Print Awareness #1-4 GRL Activities KEL-A01 to KEL-A08b, KLC-A03a to KLC-A03b GRL Worksheets KEL-W01a to KEL-W03r Booklists: Phonics/Decoding
5. Recognize, say and write the common sounds of letters.	Recognize: GRADE Phoneme-Grapheme/Initial #1-8; Final #1-8 GRL Activities KPA-A04 to A06c, KPA-A10a to KPA-A10c, KPGC-A03a to KPGC-A04b GRL Worksheets KPA-W03a to KPA-W06, KPA-W08a to KPA-W09, KPGA-W01a to KPGC-W02c, KDC-W01b to KDC-W01c, KDC-W03a to KDC-W03e Booklists: Phonics/Decoding Recognize in order to decode/read: RFI Pages i, 5-8
6. Distinguish letters from words by recognizing that words are separated by spaces.	GRADE Print Awareness #1-4 GRL Activities KEL-A02 to KEL-A03, KEL-A10, KDC-A03, KDC-A05a, KLC-A01 GRL Worksheets KEL-W04a to KEL-W04d Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details RFI Pages i, 5-8
7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.	GRADE Phoneme-Grapheme/Initial #1-8; Final #1-8 GRL Activities KPA-A04 to A06c, KPA-A08d, KPA-A10a to KPA-A10c, KPGC-A01 to KPGC-A04b, KDC-A01a to KDC-A01b, KDC-A03, KDC-A05a, KLC-A01 GRL Worksheets KPA-W03a to KPA-W06, KPA-W08a to KPA-W09,

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	KPGA-W01a to KPGC-W02c, KDC-W01b to KDC-W01c, KDC-W03a to KDC-W03e Booklists: Phonics/Decoding Blending to say words: RFI Pages i, 5-8
8. Read one-syllable and often-heard words by sight.	GRADE Word Reading #1-10 GRL Activities KPA-A07a to KPA-A07b, KDC-A05a to KDC-A05c GRL Worksheets KDC-W03g to KDC-W03k Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details RFI Pages i, 5-8
9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.	RFI Pages i, 5-8
Acquisition of Vocabulary Contextual Understanding 1. Understand new words from the context of conversations or from the use of pictures within a text.	GRADE Rhyming #1-14, Letter Recognition #1-11, Word Reading #1-10 GRL Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details
Conceptual Understanding 2. Recognize and understand words, signs and symbols seen in everyday life.	GRADE Word Reading #1-10 GRL Activities KPA-A07a to KPA-A07b, KDC-A05a to KDC-A05c GRL Worksheets KDC-W03g to KDC-W03k Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details RFI Pages i, 5-8
3. Identify words in common categories such as color words, number words and directional words.	GRL Activities KLC-A02b
Tools and Resources 4. Determine the meaning of unknown words, with assistance, using a beginner's dictionary.	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Concepts of Print 1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.	Student demonstrates understanding through test activities: GRADE Same Words #1-5 Different Words #1-4 Rhyming #1-14, Print Awareness #1-4 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 Letter Recognition #1-11 Phoneme-Grapheme/Initial #1-8; Final #1-8 Word Reading #1-10 GRL Activities KEL-A09 to KEL-A10, KDC-A05a to KDC-A05c

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	Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details RFI Pages i, 5-8
2. Hold books right side up, know that people read pages from front to back and read words from left to right.	This skill is required in all GRADE subtests. GRL Activities KEL-A09 Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details RFI Pages i, 5-8
3. Know the differences between illustrations and print.	GRADE Print Awareness #1-4 GRL Activities KEL-A10 GRL Worksheets KEL-W04a to KEL-W04d Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details RFI Pages i, 5-8
Comprehension Strategies 4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.	GRADE Listening Comprehension #1-18 GRL Activities KLC-A02a to KLC-A02b
5. Predict what will happen next, using pictures and content as a guide.	
6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.	
7. Recall information from a story by sequencing pictures and events.	GRL Activities KLC-A07 Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details
8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.	GRADE Listening Comprehension #1-18 GRL Activities KLC-A01 to KLC-A08b
Self-Monitoring Strategies 9. Monitor comprehension of orally read texts by asking and answering questions.	GRADE Listening Comprehension #1-18 GRL Activities KLC-A01 to KLC-A08b
Independent Reading 10. Identify favorite books and stories and participate in shared oral reading.	GRL Booklists: Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details
Reading Applications: Informational, Technical and Persuasive Text 1. Use pictures and illustrations to aid comprehension.	GRADE Same Words #1-5, Different Words #1-4 Rhyming #1-14, Print Awareness #1-4 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 Letter Recognition #1-11 Phoneme-Grapheme/Initial #1-8; Final #1-8 Word Reading #1-10

OHIO ENGLISH LANGUAGE ARTS KINDERGARTEN INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL K GRADE, GROUP RESOURCE LIBRARY, RFI
	Listening Comprehension #1-18 GRL Activities All Activities GRL Worksheets All Worksheets Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details RFI Pages i, 5-8
2. Identify and discuss the sequence of events in informational text.	Story Retelling: GRL Activities KLC-A07 Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details
3. Tell the main idea of a selection that has been read aloud.	GRADE Listening Comprehension #1-18 GRL Activities KLC-A07 GRL Booklist: Main Idea/Details
4. Identify and discuss simple maps, charts and graphs.	
5. Follow simple directions.	GRADE Same Words #1-5, Different Words #1-4 Rhyming #1-14, Print Awareness #1-4 Sound Matching/beginning: #1-6; Sound Matching/ending #1-6 Letter Recognition #1-11 Phoneme-Grapheme/Initial #1-8; Final #1-8 Word Reading #1-10 Listening Comprehension #1-18 GRL Activities KLC-A02a to KLC-A02b
Reading Applications: Literary Text	GRL Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details
1. Identify favorite books and stories.	
2. Identify the characters and setting in a story.	Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details RFI: Pages i, 5-9
3. Retell or re-enact a story that has been heard.	GRADE Listening Comprehension #1-18 GRL Activities KLC-A07
4. Distinguish between fantasy and reality.	
5. Recognize predictable patterns in stories.	
Communication: Oral and Visual Listening and Viewing	GRADE Listening Comprehension #1-18 GRL Activities KLC-A01 to KLC-A08b
1. Listen attentively to speakers, stories, poems and songs.	GRADE Listening Comprehension #1-18 GRL Activities KLC-A01 to KLC-A08b
2. Connect what is heard with prior knowledge and experience.	GRADE All subtests require student to follow oral directions.
3. Follow simple oral directions.	

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KINDERGARTEN INDICATORS	LEVEL K GRADE, GROUP RESOURCE LIBRARY, RFI
	GRL Activities KLC-A02a to KLC-A02b

GRADE: Group Reading and Diagnostic Evaluation Form A
 GRL: GRADE Resource Library
 RFI: Reading Fluency Indicator Progress Record Form page numbers

OHIO ENGLISH LANGUAGE ARTS GRADE ONE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 1 GRADE, GROUP RESOURCE LIBRARY, RFI
Phonemic Awareness, Word Recognition and Fluency 1. Identify and distinguish between letters, words and sentences.	GRADE Word Reading #1-20 Sentence Comprehension #1-19 Word Meaning #1-27 Passage Comprehension #1-24 GRL Activities 1DC-A01, 1DC-A04, 1VOC-A03 GRL Worksheets 1DC-W01a Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions RFI Pages i, 9-12
2. Identify and say the beginning and ending sounds in words.	GRL Activities 1DC-A01 to 1DC-A02, 1DC-A05 to 1DC-A06 GRL Worksheets 1DC-W01a to 1DC-W02g Booklists: Phonics/Decoding
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.	Letter-sound correspondence is demonstrated by vocabulary/comprehension subtests: GRADE Word Reading #1-20 Sentence Comprehension #1-19 Word Meaning #1-27 Passage Comprehension #1-24 GRL Activities 1DC-A02 to 1DC-A03c, 1DC-A05 to 1DC-A06, 1DC-A07 GRL Worksheets 1DC-W01a to 1DC-W05c Booklists: Phonics/Decoding Blending: RFI Pages i, 9-12
4. Decode by using letter-sound matches.	Letter-sound correspondence can be demonstrated by vocabulary/comprehension subtests: GRADE Word Reading #1-20 Sentence Comprehension #1-19 Word Meaning #1-27 Passage Comprehension #1-24 GRL Activities 1DC-A02 to 1DC-A03c, 1DC-A05 to 1DC-A06, 1DC-A07 GRL Worksheets 1DC-W01a to 1DC-W05c Booklists: Phonics/Decoding Blending/decoding: RFI Pages i, 9-12
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	GRL Activities 1DC-A03a to 1DC-A03c
6. Blend two to four phonemes (sounds) into words.	GRADE Word Reading #1-20 Sentence Comprehension #1-19

OHIO ENGLISH LANGUAGE ARTS GRADE ONE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 1 GRADE, GROUP RESOURCE LIBRARY, RFI
	Word Meaning #1-27 Passage Comprehension #1-24 GRL Activities 1DC-A03a to 1DC-A03c GRL Worksheets 1DC-W01a Booklists: Phonics/Decoding RFI Pages i, 9-12
7. Add, delete or change sounds in a given word to create new or rhyming words.	GRL Activities 1DC-A01 to 1DC-A06 GRL Worksheets 1DC-W01a to 1DC-W02g, 1DC-W04a to 1DC-W05c Booklists: Rhyming
8. Demonstrate a growing stock of sight words.	GRADE Word Reading #1-20 GRL Activities 1DC-A04, 1VOC-A01a to 1VOC-A03 GRL Worksheets 1DC-W03a to 1DC-W03c, 1DC-W06a to 1DC-W06c, 1VOC-W01a to 1VOC-W05c Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions RFI Pages i, 9-12
9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.	GRL Activities 1PC-A01a to PC-A011 GRL Worksheets 1PC-W01a to 1PC-W01c Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions RFI Pages i, 9-12
10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.	RFI Pages i, 9-12
Acquisition of Vocabulary Contextual Understanding 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	GRADE Sentence Comprehension #1-19 Passage Comprehension #1-24 GRL Activities 1PC-A01a to 1PC-A011 GRL Worksheets 1PC-W01a to 1PC-W02f, 1SC-W01a to 1SC-W06c Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions RFI Pages i, 9-12
Conceptual Understanding 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).	GRL Worksheets 1DC-W07a to 1DC-W07f
3. Classify words into categories (e.g., colors, fruits, vegetables).	GRL Activities 1VOC-A01a to 1VOC-A01c GRL Worksheets 1VOC-W01a to 1VOC-W01e, 1SC-W01a to 1SC-W01d
4. Recognize common sight words.	GRADE Word Reading #1-20

OHIO ENGLISH LANGUAGE ARTS GRADE ONE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 1 GRADE, GROUP RESOURCE LIBRARY, RFI
	Word Meaning #1-27 GRL Activities 1DC-A04, 1VOC-A01a to 1VOC-A03 GRL Worksheets 1DC-W03a to 1DC-W03c, 1DC-W06a to 1DC-W06c, 1VOC-W01a to 1VOC-W05c Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions RFI Pages i, 9-12
5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).	
Structural Understanding 6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).	
7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).	RFI
8. Read root words and their inflectional endings (e.g., walk, walked, walking).	RFI
Tools and Resources 9. Determine the meaning of unknown words using a beginner's dictionary.	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Concepts of Print 1. Describe the role of authors and illustrators.	With teacher support the opportunity to discuss author/illustrator can be found in: Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions
2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	Purpose is established by teacher: GRADE Word Reading #1-20 Sentence Comprehension #1-19 Word Meaning #1-27 Passage Comprehension #1-24 GRL Activities 1PC-A01a to 1PC-A011 GRL Worksheets 1PC-W01a to 1PC-W02f
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.	GRL Worksheets 1VOC-W04a to 1VOC-W04f
Comprehension Strategies 4. Make predictions while reading and support predictions with information from the text or prior experience.	GRADE Passage Comprehension #3 GRL Activities 1PC-A01a to 1PC-A011, 1LC-A02a GRL Worksheets 1PC-W01a to 1PC-W01c RFI Pages i, 9-12
5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.	GRADE Passage Comprehension #1-24 GRL Activities 1PC-A01a to 1PC-A011

OHIO ENGLISH LANGUAGE ARTS GRADE ONE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 1 GRADE, GROUP RESOURCE LIBRARY, RFI
6. Recall the important ideas in fictional and non-fictional texts.	GRADE Passage Comprehension #1-24 GRL Activities 1PC-A01a to 1PC-A011
7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.	
8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Print texts: GRADE Passage Comprehension #1-24 GRL Activities 1PC-A01a to 1PC-A011 RFI Pages i, 9-12
Self-Monitoring Strategies 9. Monitor comprehension of independently- or group-read texts by asking and answering questions.	Answering questions: GRADE Passage Comprehension #1-24 GRL Activities 1PC-A01a to 1PC-A011 RFI Pages i, 9-12
Independent Reading 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions
Reading Applications: Informational, Technical and Persuasive Text 1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.	GRL Activities 1PC-A01b to 1PC-A01c, 1PC-A01k Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions
2. Identify the sequence of events in informational text.	GRL Activities 1PC-A01k, 1LC-A03a to 1LC-A03b GRL Worksheets 1SC-W03a to 1SC-W0d
3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).	GRL Activities 1PC-A01b to 1PC-A01c, 1PC-A01k
4. Identify central ideas and supporting details of informational text with teacher assistance.	GRADE Passage Comprehension #1-24 GRL Activities 1PC-A01b to 1PC-A01c, 1PC-A01k Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions
5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.	
6. Follow multiple-step directions.	Follow oral directions: GRADE Listening Comprehension #1-17 GRL Activities 1PC-A01c, 1PC-A01k GRL Worksheets 1SC-W03a to 1SC-W03d, 1SC-W04a to 1SC-W04d
Reading Applications: Literary Text 1. Provide own interpretation of story, using information from the text.	GRL Activities 1PC-A01a to 1PC-A011
2. Identify characters, setting and events in a story.	GRADE Passage Comprehension #1-24 GRL Activities 1PC-A01a to 1PC-A011 GRL Worksheets 1PC-W02a to 1PC-W02f

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	With teacher support: Booklists: Phonics/Decoding, Rhyming, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions RFI Pages 9-12
3. Retell the beginning, middle and ending of a story, including its important events.	GRL Worksheets 1PC-W02a to 1PC-W02f
4. Identify differences between stories, poems and plays.	GRL Activities 1PC-A01a to 1PC-A01l
5. Recognize predictable patterns in stories and poems.	GRL Activities 1PC-A01a GRL Worksheets 1PC-W04a to 1DC-W04e
Communication: Oral and Visual	
Listening and Viewing	GRADE Listening Comprehension #1-17
1. Use active listening skills, such as making eye contact or asking questions.	GRL Activities 1LC-A01a to 1LC-A04
2. Compare what is heard with prior knowledge and experience.	GRADE Listening Comprehension #1-17 GRL Activities 1LC-A01a to 1LC-A04
3. Follow simple oral directions.	GRADE Listening Comprehension #1-17 GRL Activities 1LC-A01a to 1LC-A04

OHIO ENGLISH LANGUAGE ARTS GRADE TWO INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 2 GRADE, GROUP RESOURCE LIBRARY, RFI
Phonemic Awareness, Word Recognition and Fluency 1. Identify rhyming words with the same or different spelling patterns.	GRL Worksheets 2PC-W03
2. Read regularly spelled multi-syllable words by sight.	GRADE Word Reading #1-28 Sentence Comprehension #1-19 Word Meaning #1-27 Passage Comprehension #1-28 GRL Activities 2WR-A01 to 2WR-A13, 2VOC-A01 to 2VOC-A02 GRL Worksheets 2WR-W02a to 2WR0W09c, 2VOC-W01a to 2VOC-W05b Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
3. Blend phonemes (sounds of letters and syllables to read unknown words with one or more syllables).	Reading words (blending not required): GRADE Word Reading #1-28 Sentence Comprehension #1-19 Word Meaning #1-27 Passage Comprehension #1-28 GRL Activities 2WR-A01a Booklists: Phonics/Decoding RFI Pages i, 13-16
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	GRL: Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences
5. Segment letter, letter blends and syllable sounds in words.	GRL Activities 2WR-A01 to 2WR-A10 GRL Worksheets 2WR-W05a to 2WR-W05g, 2WR-W08a to 2WR-W08e Booklists: Phonics/Decoding
6. Distinguish and identify the beginning, middle and ending sounds in words.	GRL Activities 2WR-A01 to 2WR-A02 GRL Worksheets Booklists: Phonics/Decoding
7. Identify words as having either short- or long-vowel sounds.	GRL Booklists: Phonics/Decoding
8. Demonstrate a growing stock of sight words.	GRADE Word Reading #1-28 GRL Activities 2WR-A05, 2WR-A11 GRL Worksheets 2WR-W06a to 2WR-W06b Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
9. Read text using fluid and automatic decoding skills.	GRL Activities 2PC-A01a to 2PC-A01j

OHIO ENGLISH LANGUAGE ARTS GRADE TWO INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 2 GRADE, GROUP RESOURCE LIBRARY, RFI
	Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
10. Read passages fluently with appropriate changes in voice, timing and expression.	RFI Pages i, 13-16
Acquisition of Vocabulary Contextual Understanding 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	GRADE Sentence Comprehension #1-19 Passage Comprehension #1-28 GRL Activities 2PC-A01a to 2PC-A01j, 2SC-A01a to 2SC-A03b GRL Worksheets 2PC-W01a to 2PC-W01l, 2PC-W02a to 2PC-W02b, 2PC-W03, 2PC-W04a to 2PC-W04g, 2PC-W05a to 2PC-W05b, 2SC-W01a to 2SC-W04c Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
Conceptual Understanding 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).	GRADE Word Meaning #1-27 GRL Activities 2VOC-A02, 2VOC-A05 GRL Worksheets 2VOC-W01a to 2VOC-W01c, 2VOC-W05a to 2VOC-W05b
3. Classify words into categories (e.g., colors, fruits, vegetables).	GRL Activities 2VOC-A03a to 2VOC-A03c GRL Worksheets 2VOC-W02a to 2VOC-W02d
4. Read accurately high-frequency sight words.	GRADE Word Reading #1-28 GRL Activities 2VOC-A01 to 2VOC-A05 GRL Worksheets 2VOC-W01a to 2VOC-W05b Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.	GRL Worksheets 2WR-W04a to 2WR-W04f
Structural Understanding 6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.	GRL Activities 2VOC-A04 GRL Worksheets 2WR-W02a to 2WR-W02b
7. Identify contractions and common abbreviations and connect them to whole words.	GRL Activities 2WR-A03 GRL Worksheets 2WR-W03a to 2WR-W03b
8. Determine the meaning of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful, -less.	
9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.	
Tools and Resources	

OHIO ENGLISH LANGUAGE ARTS GRADE TWO INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 2 GRADE, GROUP RESOURCE LIBRARY, RFI
10. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology.	Alphabetizing: GRL Worksheets 2WR-W01a to 2WR-W01c
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Comprehension Strategies 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	Purpose established by teacher: GRADE Word Reading #1-28 Sentence Comprehension #1-19 Word Meaning #1-27 Passage Comprehension #1-28 GRL Activities: All Activities GRL Worksheets: All Worksheets RFI Pages i, 13-16
2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.	GRADE Passage Comprehension #1-28 GRL Activities 2PC-A01i to 2PC-A01j Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
3. Compare and contrast information in texts with prior knowledge and experience.	GRADE Passage Comprehension #1-28 GRL Booklist: Compare & Contrast
4. Summarize text by recalling main ideas and some supporting details.	GRADE Passage Comprehension #1-28 GRL Activities 2PC-A01b, 2PC-A01f GRL Booklist: Main Idea/Details RFI Pages i, 13-16
5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	
6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Print Texts: GRADE Passage Comprehension #1-28 GRL Activities 2PC-A01a to 2PC-A01j GRL Worksheets 2PC-W01a to 2PC-W011, 2PC-W02 to 2PC-W05b Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
Self-Monitoring Strategies 7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.	The opportunity to monitor own comprehension can be found in: GRADE Passage Comprehension #1-28 Sentence Comprehension #1-19 GRL Activities 2SC-A03a to 2SC-A03b GRL Worksheets 2SC-W04a to 2SC-W04c Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare &

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	Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
8. Monitor reading comprehension by identifying word errors and self-correcting.	The opportunity to monitor own comprehension can be found in: GRADE Passage Comprehension #1-28 Sentence Comprehension #1-19 GRL Booklists: Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences RFI Pages i, 13-16
Independent Reading 9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	GRL Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	GRL Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences
Reading Applications: Informational, Technical and Persuasive Text 1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.	Illustrations: GRADE Word Meaning #1-27 GRL Worksheets 2SC-W03a to 2SC-W03d Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Main Idea/Details, Drawing Conclusions, Making Inferences
2. Arrange events from informational text in sequential order.	Sequence: GRADE Passage Comprehension #9-12, 21, 28 GRL Activities 2LC-A02b
3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.	Answer questions: GRADE Passage Comprehension #1-28 Practical Comprehension Passages: GRL Worksheets 2PC-W04a to 2PC-W04g RFI Pages i, 13-16
4. Classify ideas from informational texts as main ideas or supporting details.	GRADE Passage Comprehension #1-28 GRL Activities 2PC-A01b, 2PC-A01f GRL Booklist: Main Idea/Details
5. Identify information in diagrams, charts, graphs and maps.	
6. Analyze a set of directions for proper sequencing.	GRL Activities 2LC-A03 GRL Worksheets 2PC-W04c to 2PC-W04d
Reading Applications: Literary Text 1. Compare and contrast different versions of the same story.	
2. Describe characters and setting.	GRADE Passage Comprehension #1-28 GRL Activities 2PC-A01a to 2PC-A01j GRL Worksheets 2PC-W01a to 2PC-W011

OHIO ENGLISH LANGUAGE ARTS GRADE TWO INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 2 GRADE, GROUP RESOURCE LIBRARY, RFI
3. Retell the plot of a story.	GRL Worksheets 2PC-W05a to 2PC-W05b
4. Distinguish between stories, poems, plays, fairy tales and fables.	GRL Activities 2PC-A01a to 2PC-A01j GRL Worksheets 2PC-W01a to 2PC-W04g
5. Identify words from texts that appeal to the senses.	
6. Identify the theme of a text.	
Communication: Oral Listening and Viewing 1. Use active listening strategies, such as making eye contact and asking for clarification and explanation. 2. Compare what is heard with prior knowledge and experience 3. Identify the main idea of oral presentations and visual media.	GRADE Listening Comprehension #1-17 GRL Activities 2LC-A01a to 2LC-A05 RFI
4. Follow two- and three-step oral directions.	Oral directions are involved in all GRADE subtests: Word Reading #1-28 Sentence Comprehension #1-19 Word Meaning #1-27 Passage Comprehension #1-28 Listening Comprehension: #1-17 GRL Activities 2LC-A03

OHIO ENGLISH LANGUAGE ARTS GRADE THREE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 3 GRADE, GROUP RESOURCE LIBRARY, RFI
Phonemic Awareness, Word Recognition and Fluency 1. Identify rhyming words with the same or different spelling patterns.	
2. Use letter-sound knowledge and structural analysis to decode words.	The opportunity to demonstrate decoding can be found in GRADE Word Reading #1-30 Vocabulary #1-30 Sentence Comprehension #1-19 Passage Comprehension #1-28 GRL Activities 3WR-A01a to 3WR-A06b

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	GRL Worksheets 3WR-W02a to 3WR-W02d, 3WR-W06a to 3WR-W09b Booklists: Phonics/Decoding RFI Pages i, 17-20
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.	
4. Demonstrate a growing stock of sight words.	GRADE Word Reading #1-30 Vocabulary #1-30 Sentence Comprehension #1-19 Passage Comprehension #1-28 GRL Activities 3VOC-A01 to 3VOC-A09 GRL Worksheets 3VOC-W01 to 3VOC-W10c Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences RFI Pages i, 17-20
5. Read text using fluid and automatic decoding skills.	RFI Pages i, 17-20
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.	RFI Pages i, 17-20
Acquisition of Vocabulary Contextual Understanding 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	GRADE Vocabulary #1-30 Sentence Comprehension #1-19 Passage Comprehension #1-28 GRL Activities 3VOC-A01 to 3VOC-A09, 3PC-A01a to 3PC-A01m, 3SC-A01 to 3SC-A04 GRL Worksheets 3VOC-W01 to 3VOC-W10c, 3PC-W01a to 3PC-W07e, 3SC-W01a to 3SC-W05d Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences RFI Pages i, 17-20
2. Use context clues to determine the meaning of homophones, homonyms and homographs.	Homophones: GRL Activities 3VOC-A05 GRL Worksheets 3WR-W05
Conceptual Understanding 3. Apply the meaning of the terms synonyms and antonyms.	GRL Activities 3VOC-A01, 3VOC-A09 GRL Worksheets 3VOC-W01, 3VOC-W10a to 3VOC-W10c
4. Read accurately high-frequency sight words.	GRADE Word Reading #1-30 GRL Activities 3VOC-A01 to 3VOC-A09 GRL Worksheets 3VOC-W01 to 3VOC-W10c Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare &

OHIO ENGLISH LANGUAGE ARTS GRADE THREE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 3 GRADE, GROUP RESOURCE LIBRARY, RFI
	Contrast, Drawing Conclusions, Making Inferences RFI Pages i, 17-20
Structural Understanding 5. Apply knowledge of individual words in unknown compound words to determine their meanings.	GRL Worksheets 3WR-W03a to 3WR-W03b Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
6. Use knowledge of contractions and common abbreviations to identify whole words.	GRL Worksheets 3WR-W04a to 3WR-W04b Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including –er, -est, -ful, and –less to determine meaning of words.	GRADE Vocabulary #1-30 GRL Activities 3VOC-A08 GRL Worksheets 3VOC-W08a to 3VOC-W08b Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.	GRADE Vocabulary #1-30 GRL Activities 3VOC-A08 GRL Worksheets 3VOC-W08a to 3VOC-W08b Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences RFI Pages i, 17-20
Tools and Resources 9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Alphabetizing: GRL Worksheets 3WR-W01a
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Comprehension Strategies 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	Purpose determined by teacher: GRADE Passage Comprehension #17, 23 GRL Activities 3PC-A01a to 3PC-A01m GRL Worksheets 3PC-W01a to 3PC-W07c RFI Pages i, 17-20
2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.	GRADE Passage Comprehension #4, 8, 24 GRL Activities 3PC-A01a to 3PC-A01m GRL Worksheets 3PC-W01a to 3PC-W07c
3. Compare and contrast information between texts and across subject areas.	GRL Booklist: Compare and Contrast
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.	GRADE Passage Comprehension #1-28 GRL Activities 3PC-A01a to 3PC-A01d, 3PC-A01g, 3PC-A01i, 3PC-A01a to 3PC-A01m RFI Pages i, 17-20
5. Make inferences regarding events and possible outcomes from information in text.	GRADE Passage Comprehension #4, 7, 8, 18, 19, 24, 28

OHIO ENGLISH LANGUAGE ARTS GRADE THREE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 3 GRADE, GROUP RESOURCE LIBRARY, RFI
	GRL Activities 3PC-A01b to 3PC-A01c, 3PC-A01j GRL Worksheets 3PC-W04a to 3PC-W04b Booklists: Making Inferences
6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	GRADE Passage Comprehension #1-28 GRL Activities 3PC-A01a to 3PC-A01m GRL Worksheets 3PC-W01a to 3PC-W07e Booklists: Chapter Books, Drawing Conclusions, Making Inferences RFI Pages i, 17-20
Self-Monitoring Strategies 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	GRADE Passage Comprehension #1-28 Sentence Comprehension #1-19 GRL Activities 3PC-A01a to 3PC-A01m GRL Worksheets 3PC-W01a to 3PC-W07e Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences RFI Pages i, 17-20
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
Independent Reading 10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
Reading Applications: Informational, Technical and Persuasive Text 1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.	GRL Worksheets 3PC-W07d to 3PC-W07e Booklists: Chapter Books RFI Pages i, 17-20
2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.	Answer questions: GRADE Passage Comprehension #1-28 GRL Activities 3PC-A01a to 3PC-A01m, 3SC-A04 GRL Worksheets 3PC-W01a to 3PC-W07k RFI Pages i, 17-20
3. Identify and list the important central ideas and supporting details of informational text.	GRADE Passage Comprehension #5-8, 9-12, 17-24 GRL Activities 3PC-A01a, 3PC-A01d, 3PC-A01g, 3PC-A01i GRL Worksheets 3PC-W05a to 3PC-W05b, 3PC-W07a to 3PC-W07e
4. Draw conclusions from information in maps, charts, graphs and diagrams.	GRL Worksheets 3PC-W-3a to 3PC-W03c, 3PC-W07d to 3PC-W07e Concept: Booklists: Drawing Conclusions
5. Analyze a set of directions for proper sequencing, clarity and completeness.	GRL Worksheets 3PC-W07c

OHIO ENGLISH LANGUAGE ARTS GRADE THREE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 3 GRADE, GROUP RESOURCE LIBRARY, RFI
Reading Applications: Literary Text	
1. Recognize and describe similarities and differences of plot across literary works.	
2. Use concrete details from the text to describe characters and setting.	GRADE Passage Comprehension #5-16, 25-28
3. Retell the plot sequence.	With teacher support: GRL Booklists: Chapter Books, Phonics/Decoding, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	Poetry, fiction, nonfiction with teacher support: GRL Activities 3PC-A01a to 3PC-A01m GRL Worksheets 3PC-W01a to 3PC-W07e
5. Explain how an author's choice of words appeals to the senses.	
6. Identify stated and implied themes.	
7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).	
Communication: Oral and Visual Listening and Viewing	GRADE Listening Comprehension #1-17 GRL Activities 3LC-A01 to 3LC-A06
1. Ask questions for clarification and explanation, and respond to others' ideas.	
2. Identify the main idea, supporting details and purpose of oral presentations and visual media.	GRADE Listening Comprehension #1-17
3. Identify the difference between facts and opinions in presentations and visual media.	Fact vs. Fiction: GRL Activities 3LC-A04

OHIO ENGLISH LANGUAGE ARTS GRADE FOUR INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 4 GRADE, GROUP RESOURCE LIBRARY, RFI
Phonemic Awareness, Word Recognition and Fluency <i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	GRADE: Vocabulary #1-35 Booklists: Chapter Books, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences RFI Pages i, 21-24
Acquisition of Vocabulary Contextual Understanding	GRADE Vocabulary #1-35 Sentence Comprehension #1-19 Passage Comprehension #1-28
1. Determine the meaning of unknown words by using a variety of context clues, including	

OHIO ENGLISH LANGUAGE ARTS GRADE FOUR INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 4 GRADE, GROUP RESOURCE LIBRARY, RFI
word, sentence and paragraph clues.	GRL Activities 4VOC-A01 to 4VOC-A07c, 4SC-A01 to 4SC-A04d, 4LC-A09a to 4LC-A09b GRL Worksheets 4VOC-W01a to 4VOC-W07e, 4PC-W01a to 4PC-W07c, 4SC-W01a to 4SC-W04b RFI Pages i, 21-24
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	GRL Activities 4VOC-A03, 4VOC-A05a to 4VOC-A05c, 4VOC-A07 GRL Worksheets 4VOC-W01a to 4VOC-W01c, 4VOC-W03a to 4VOC-W03c, 4VOC-W07a to 4VOC-W07e, 4SC-W01a to 4SC-W01b
Conceptual Understanding 3. Recognize the difference between the meanings of connotation and denotation.	GRL Activities 4LC-A05
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	GRL Activities 4VOC-A03, 4VOC-A05a to 4VOC-A05c, 4VOC-A07 GRL Worksheets 4VOC-W01a to 4VOC-W01c, 4VOC-W03a to 4VOC-W03c, 4VOC-W07a to 4VOC-W07e, 4SC-W01a to 4SC-W01b
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	GRADE Passage Comprehension #7 GRL Activities 4LC-A05
Structural Understanding 6. Identify word origins to determine the meaning of unknown words and phrases.	
7. Identify the meanings of prefixes, suffixes, and roots and their various forms to determine the meanings of words.	GRADE Vocabulary #1-35 GRL Worksheets 4VOC-W04a to 4VOC-W04b, 4SC-W02a to 4SC-W02b RFI Pages i, 21-24
8. Identify the meanings of abbreviations.	
Tools and Resources 9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Text features: Booklists: Chapter Books
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Comprehension Strategies 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	Teacher establishes purpose: GRADE Passage Comprehension #1-28 GRL Worksheets 4PC-W01a to 4PC-W07c RFI Pages i, 21-24
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.	GRADE Passage Comprehension #14, 27 GRL Activities 4SC-A04a
3. Compare and contrast information on a single topic or theme across different text and non-text resources.	GRL Booklists: Compare & Contrast
4. Summarize important information in texts to demonstrate comprehension.	GRADE Passage Comprehension #1-28 Facts/Details: GRL Worksheets 4PC-W01a to 4PC-W07c Booklists: Chapter Books, Cause & Effect, Compare & Contrast, Drawing

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	Conclusions, Making Inferences RFI Pages i, 21-24
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.	GRADE Passage Comprehension #9, 14, 20, 27 GRL Activities 4SC-A02 GRL Worksheets 4PC-W02a to 4PC-W02c Booklists: Drawing Conclusions, Making Inferences RFI Pages i, 21-24
6. Select, create and use graphic organizers to interpret textual information.	
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	GRADE Sentence Comprehension #1-19 Passage Comprehension #1-28 GRL Activities 4SC-A01 to 4SC-A04d GRL Worksheets 4VOC-W06a to 4VOC-W06k, 4PC-W01a to 4PC-W07c, 4SC-W01a to 4SC-W04b RFI Pages i, 21-24
Self-Monitoring Strategies 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	GRADE Sentence Comprehension #1-19 Passage Comprehension #1-28 GRL Activities 4SC-A01 to 4SC-A04d GRL Worksheets 4VOC-W06a to 4VOC-W06k, 4PC-W01a to 4PC-W07c, 4SC-W01a to 4SC-W04b RFI Pages i, 21-24
9. List questions and search for answers within the text to construct meaning.	Answer questions: GRADE Sentence Comprehension #1-19 Passage Comprehension #1-28 GRL Worksheets 4PC-W01a to 4PC-W07c
Independent Reading 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	GRL: Booklists: Chapter Books, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	GRL: Booklists: Chapter Books, Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
Reading Applications: Informational, Technical and Persuasive Text 1. Make inferences about informational text from the title page, table of contents and chapter headings.	GRL Activities 4SC-A02 GRL Worksheets 4PC-W02a to 4PC-W02c Booklists: Chapter Books, Making Inferences RFI Pages i, 21-24
2. Summarize main ideas in informational text, using supporting details as appropriate.	GRADE Passage Comprehension #15, 20, 26 GRL Worksheets 4PC-W05a to 4PC-W05j RFI Pages i, 21-24

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3. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.	
4. Identify examples of cause and effect used in informational text.	GRADE Passage Comprehension #23-25, 27 GRL Activities 4SC-A01 Booklists: Cause & Effect
5. Draw conclusions from information in maps, charts, graphs and diagrams.	Concept of 'Draw Conclusions' GRL Worksheets 4PC-W02a to 4PC-W02c Booklists: Drawing Conclusions
6. Clarify steps in a set of instructions or procedures for completeness.	GRADE Passage Comprehension #24-28 GRL Worksheets 4PC-W05a to 4PC-W05j
7. Distinguish fact from opinion.	Fact/Fiction: GRL Activities 4LC-A02
Reading Applications: Literary Text	GRADE Passage Comprehension #6-19 RFI Pages i, 21-24
1. Describe the thoughts, words and interactions of characters.	
2. Identify the influence of setting on the selection.	
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	GRL Worksheets 4PC-W07a to 4PC-W07c
4. Identify the speaker and recognize the difference between first- and third-person narration.	
5. Determine the theme and whether it is implied or stated directly.	
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	Poetry: GRL Worksheets 4PC-W04; Nonfiction: 4PC-W01a to 4PC-W01c, 4PC-W03a to 4PC-W03b, 4PC-W05a to 4PC-W06b Booklists: Chapter Books
7. Explain how an author's choice of words appeals to the senses and suggests mood.	
8. Identify figurative language in literary works, including idioms, similes and metaphors.	GRADE Passage Comprehension #7 GRL Activities 4LC-a05
Communication: Oral and Visual	
Listening and Viewing	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	GRADE Listening Comprehension #1-17 GRL Activities 4LC-A01a to 4LC-A09b
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.	GRADE Listening Comprehension #1-17 GRL Activities 4LC-A01a to 4LC-A09b
3. Distinguish between a speaker's opinions and verifiable facts.	

OHIO ENGLISH LANGUAGE ARTS	PEARSON LEARNING GROUP PUBLISHING
GRADE FIVE INDICATORS	LEVEL 5 GRADE, GROUP RESOURCE LIBRARY, RFI
<p>Phonemic Awareness, Word Recognition and Fluency <i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i></p>	<p>GRADE Vocabulary #1-35 RFI Pages i, 25-28</p>
<p>Acquisition of Vocabulary Contextual Understanding 1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.</p>	<p>GRADE Vocabulary #1-35 Sentence Comprehension #1-19 Passage Comprehension #1-30 GRL Activities 5VOC-A01-5VOC-A07c, 5SC-A01 to 5SC-A05b GRL Worksheets 5VOC-W01a to 5VOC-W09c, 5SC-W0az to 5SC-W02b RFI Pages i, 25-28</p>
<p>2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.</p>	<p>GRADE Vocabulary #1-35 GRL Activities 5VOC-A02, 5VOC-A05, 5VOC-A07a, 5VOC-A07b GRL Worksheets 5VOC-W01a, 5VOC-W01b, 5VOC-W03 to 5VOC-</p>

OHIO ENGLISH LANGUAGE ARTS GRADE FIVE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 5 GRADE, GROUP RESOURCE LIBRARY, RFI
	W04c, 5VOC-W09a to 5VOC-W09c
Conceptual Understanding	
3. Identify the connotation and denotation of new words.	GRL Worksheets 5VOC-W05a to 5VOC-W05b
4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	GRADE Passage Comprehension #4 GRL Activities 5VOC-A04a to 5VOC-A06 GRL Worksheets 5VOC-W03 to 5VOC-W05b
Structural Understanding	
5. Use word origins to determine the meaning of unknown words and phrases.	
6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.	GRADE Vocabulary #1-35 GRL Worksheets 5VOC-W06a to 5VOC-W06b, 5VOC-W08a to 5VOC-W08c
7. Identify the meanings of abbreviations.	
Tools and Resources	
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	GRL Activities 5VOC-A01 to 5VOC-A07c GRL Worksheets 5VOC-W01a to 5VOC-W09c Textual Features: Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
Comprehension Strategies	
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	Teacher establishes purpose: GRADE Passage Comprehension #1-30 GRL Worksheets 5PC-W0a to 5PC-W09c
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.	GRADE Passage Comprehension #1, 3, 4, 26 GRL Activities 5SC-A02a GRL Worksheets 5PC-W02a, 5PC-W04d, 5PC-W08a
3. Make critical comparisons across texts.	GRL Booklists: Compare & Contrast
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.	GRADE Passage Comprehension #1-30 GRL Worksheets 5PC-W01 to 5PC-W08d RFI Pages i, 25-28
5. Make inferences based on implicit information in texts, and provide justifications for those inferences.	GRADE Passage Comprehension #4, 10, 14, 18, 27 GRL Activities GRL Worksheets 5PC-W02a to 5PC-W08d Booklists: Making Inferences RFI Pages i, 25-28
6. Select, create and use graphic organizers to interpret textual information.	
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Print texts: GRADE Sentence Comprehension #1-19

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	Passage Comprehension #1-30 GRL Worksheets 5PC-W02a to 5PC-W08d Booklists: Drawing Conclusions, Making Inferences RFI Pages i, 25-28
Self-Monitoring Strategies 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.	GRADE Sentence Comprehension #1-19 Passage Comprehension #1-30 GRL Worksheets 5PC-W02a to 5PC-W08d RFI Pages i, 25-28
9. List questions and search for answers within the text to construct meaning.	Answer questions: GRADE Passage Comprehension #1-30 GRL Worksheets 5PC-W02a to 5PC-W08d RFI Pages i, 25-28
Independent Reading 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
Reading Applications: Informational, Technical and Persuasive Text	
1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and online tools (search engines) to locate information.	GRL Worksheets 5PC-W01 to 5PC-W03d, 5PC-W05a to 5PC-W05e, 5PC-W08a to 5PC-W08d Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
2. Identify, distinguish between and explain examples of cause and effect in informational text.	GRL Worksheets 5PC-W01 Concept: Booklists: Cause & Effect
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	Booklists: Compare & Contrast
4. Summarize the main ideas and supporting details.	GRADE Passage Comprehension #1-5, 16-20, 26-30 GRL Worksheets 5PC-W01 to 5PC-W03d, 5PC-W05a to 5PC-W05e, 5PC-W08a to 5PC-W08d RFI Pages i, 25-28
5. Analyze information found in maps, charts, tables, graphs and diagrams.	
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.	GRADE Passage Comprehension #16-20 GRL Worksheets 5PC-W07a to 5PC-W07b
7. Analyze the difference between fact and opinion.	
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.	
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to	GRADE Passage Comprehension #10

OHIO ENGLISH LANGUAGE ARTS GRADE FIVE INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 5 GRADE, GROUP RESOURCE LIBRARY, RFI
inform.	GRL Worksheets 5PC-W02b, 5PC-W04a
Reading Applications: Literary Text	GRADE Passage Comprehension #6-15, 21-25 GRL Worksheets 5PC-W04a to 5PC-W04d
1. Explain how a character’s thoughts, words and actions reveal his or her motivations.	GRADE Passage Comprehension #23, 26 GRL Worksheets 5PC-W04a to 5PC-W04d
2. Explain the influence of setting on the selection.	GRADE Passage Comprehension 6-15, 21-25 GRL Worksheets 5PC-W04a to 5PC-W04d
3. Identify the main incidents of a plot sequence and explain how they influence future action.	GRADE Passage Comprehension #21 GRL Worksheets 5PC-W02b, 5PC-W04a
4. Identify the speaker and explain how point of view affects the text.	GRADE Passage Comprehension #21 GRL Worksheets 5PC-W02b, 5PC-W04a
5. Summarize stated and implied themes.	
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.	GRL Worksheets 5PC-W01 to 5PC-W08d With Teacher support; Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
7. Interpret how an author’s choice of words appeals to the senses and suggests mood.	GRADE Passage Comprehension #21 GRL Worksheets 5PC-W02b, 5PC-W04a
8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.	GRL Activities 5LC-A05 GRL Worksheets 5VOC-W05a to 5VOC-W05b
Communication: Oral and Visual	
Listening and Viewing	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	GRADE Listening Comprehension #1-17 GRL Activities 5LC-A01a to 5LC-A09b
2. Interpret the main idea and draw conclusions from oral presentations and visual media.	GRADE Listening Comprehension #1-17 GRL Activities 5LC-A01a to 5LC-A06
3. Identify the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	GRADE Listening Comprehension #1-17 GRL Activities 5LC-A01a to 5LC-A09b
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.	Fact/Fiction: GRL Activities 5LC-A02 GRL Worksheets

OHIO ENGLISH LANGUAGE ARTS GRADE SIX INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 6 GRADE, GROUP RESOURCE LIBRARY, RFI
<p>Phonemic Awareness, Word Recognition and Fluency <i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i></p>	<p>GRADE: Vocabulary #1-35 RFI Pages i, 29-32</p>
<p>Acquisition of Vocabulary Contextual Understanding 1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.</p>	<p>GRADE Vocabulary #1-35 Sentence Comprehension #1-19 Passage Comprehension #1-30 GRL Activities 6VOC-A01 to 6VOC-A08c, 6SC-A01 to 6SC-A07d GRL Worksheets 6VOC-W01a to 6VOC-W010c, 6PC-W01a to 6PC-W01i RFI Pages i, 29-32</p>
<p>Conceptual Understanding 2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p>GRL Activities 6LC-A06 GRL Worksheets 6VOC-W05a to 6VOC-W05b</p>
<p>3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</p>	<p>GRADE Vocabulary #1-35 GRL Activities 6VOC-A02, 6VOC-A04a to 6VOC-A04b, 6VOC-A06, 6VOC-A08a to 6VOC-A08c GRL Worksheets 6VOC-W01a to 6VOC-W02b, 6VOC-W010a to 6VOC-W010c</p>
<p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p>	<p>GRADE Passage Comprehension #13, 17, 29 GRL Activities 6LC-A06 GRL Worksheets 6VOC-W05a to 6VOC-W05b</p>

OHIO ENGLISH LANGUAGE ARTS GRADE SIX INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 6 GRADE, GROUP RESOURCE LIBRARY, RFI
5. Recognize and use words from other languages that have been adopted into the English language.	
Structural Understanding 6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.	GRADE Vocabulary #1-35 Sentence Comprehension #1-19 Passage Comprehension #1-30 GRL Activities 6SC-A03 GRL Worksheets 6VOC-W05, 6VOC-W09a
7. Identify symbols and acronyms and connect them to whole words.	
Tools and Resources 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	GRL Booklists: Textual features: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Comprehension Strategies 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	GRL Worksheets 6PC-W01a With teacher support: Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences RFI Pages i, 29-32
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.	GRADE Passage Comprehension #8, 14 GRL Worksheets 6PC-W01a to 6PC-W03c
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	Booklists: Compare & Contrast
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.	GRADE Passage Comprehension #1-30 GRL Worksheets 6PC-W01a to 6PC-W07c Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences RFI Pages i, 29-32
5. Select, create and use graphic organizers to interpret textual information.	
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	GRADE Passage Comprehension #1-30 Sentence Comprehension #1-19 GRL Worksheets 6PC-W01a to 6PC-W07c Booklists: Drawing Conclusions, Making Inferences RFI Pages i, 29-32
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	GRADE Passage Comprehension #1-30 Sentence Comprehension #1-19 GRL Worksheets 6PC-W01a to 6PC-W07c With teacher support: Booklists: Cause & Effect, Compare & Contrast,

OHIO ENGLISH LANGUAGE ARTS GRADE SIX INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 6 GRADE, GROUP RESOURCE LIBRARY, RFI
	Drawing Conclusions, Making Inferences RFI Pages i, 29-32
8. List questions and search for answers within the text to construct meaning.	Answer questions: GRADE Passage Comprehension #1-30 Sentence Comprehension #1-19 GRL Worksheets 6PC-W01a to 6PC-W07c RFI Pages i, 29-32
Independent Reading 9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	GRL: Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	GRL: Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
Reading Applications: Informational, Technical and Persuasive Text	GRL Worksheets 6PC-W01a to 6PC-W07c
1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.	Booklists: Cause & Effect, Compare & Contrast, Drawing Conclusions, Making Inferences
2. Analyze examples of cause and effect and fact and opinion.	GRL Activities 6SC-A02 GRL Worksheets 6PC-W02 Booklists: Cause & Effect
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	GRADE Passage Comprehension #1-20 GRL Booklist: Compare/Contrast
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.	Concept: GRL Booklist: Compare/Contrast
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	GRADE Passage Comprehension #12, 14 GRL Worksheets 6PC-W04a to 6PC-W04b
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.	GRADE Passage Comprehension #5, 6, 20 GRL Worksheets 6PC-W01a to 6PC-W08b
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	GRADE Passage Comprehension #5, 9, 20 GRL Worksheets 6PC-W06a to 6PC-W07c RFI Pages i, 29-32
Reading Applications: Literary Text	GRADE Passage Comprehension #11-15, 21-30
1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.	GRL Worksheets 6PC-W03a to 6PC-W03c
2. Identify the features of setting and explain their importance in literary text.	GRADE Passage Comprehension #11-15, 21-30
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	GRADE Passage Comprehension #11-15, 21-30 GRL Worksheets 6PC-W03a to 6PC-W03c

OHIO ENGLISH LANGUAGE ARTS GRADE SIX INDICATORS	PEARSON LEARNING GROUP PUBLISHING LEVEL 6 GRADE, GROUP RESOURCE LIBRARY, RFI
4. Explain first, third and omniscient points of view, and explain how voice affects the text.	
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.	GRADE Vocabulary #1-35 Sentence Comprehension #1-19 Passage Comprehension #1-30 GRL Worksheets 6PC-W01a to 6PC-W08b
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.	GRADE Passage Comprehension #11-15, 26-30 GRL Worksheets 6PC-W05
Communication: Oral and Visual Listening and Viewing 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	GRADE Listening Comprehension #1-17 GRL Activities 6LC-A01a to 6LC-A011b
2. Summarize the main idea and draw conclusions from presentations and visual media.	GRADE Listening Comprehension #1-17 GRL Activities 6LC-A01a to 6LC-A011b
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	GRL Activities 6LC-A01a to 6LC-A011b
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	

Appendix A

Synopsis of the Scientific Research Base

GRADE has a very thorough and complete scientific research base that meets the U.S. Department of Education Reading First Guidance specifications. For each content area of GRADE, the following document shows the rationale for the content area and the exact research references used to support the area.



Content Area	Rationale	References
Overall	Learning to read is not a singular, unidimensional process. It progresses by a series of benchmarks, each representing different kinds of learning tasks, which are generally sequential but tend to overlap. To measure reading, one needs to look at what is a developmentally appropriate activity for a student at each stage of the process.	<p>National Reading Panel. (2000, April). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. (NIH Pub. No. 00-4769). Retrieved July 27, 2001, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm</p> <p>Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). <i>Preventing reading difficulties in young children</i>. Washington, DC: National Academy Press.</p> <p>Chall, J. S. (1983). <i>Stages of reading development</i>. New York: McGraw-Hill.</p> <p>Spache, G. D. & Spache, E. B. (1973). <i>Reading in the elementary school</i> (3rd ed.). Boston: Allyn and Bacon, Inc.</p> <p>Gibson, E. J. (1965, May 21). Learning to read. <i>Science</i>, 148, 1066–1072.</p>

Content Area	Rationale	References
	Importance of recognizing individual differences in students so instruction can be more effective	<p>Grossen, B. (1998). <i>30 years of research: What we now know about how children learn to read</i> (National Institute of Child Health and Human Development Report). Retrieved April 21, 1998, from http://cftl.org/30years/30years.html</p> <p>Herr, S. E. (1970). <i>Learning activities for reading</i> (2nd ed.). Dubuque, IA: Wm. C. Brown Company Publishers.</p> <p>Betts, E. A. (1946). <i>Foundations of reading instruction</i>. New York: American Book Company.</p>
Listening Comprehension (all levels)	Reading is a receptive language skill.	<p>Peverly, S.T. & Kitzen, K.R. (1998). Curriculum-based assessment of reading skills: Considerations and caveats for school psychologists. <i>Psychology in Schools</i>, 35(1), 29–47</p> <p>Johnson, D.J. (1994). Measurement of listening and speaking. In G.R. Lyon (Ed.), <i>Frames of reference for the assessment of learning disabilities: New views on measurement issues</i> (pp. 203–227). Baltimore: Paul H. Brookes Publishing Co.</p> <p>Blachman, B.A. (1991). Getting ready to read: Learning how print maps to speech. In J. F.Kavanagh (Ed.), <i>The language continuum: From infancy to literacy</i>. Timonium, MD: York Press.</p>
Word Meaning/Vocabulary (Levels 1–A)	<p>Determining the grade or reading level of the target words</p> <p>Importance of vocabulary in overall reading ability</p>	<p>Harris, A. J., & Jacobson, M.D. (1982). <i>Basic reading vocabularies</i>. New York: Macmillan.</p> <p>Taylor, S. E., Frankenpohl, H., White, C. E., Nieroroda, B. W., Browning, C. L., & Birsner, E. P. (1989). <i>EDL core vocabularies in reading, mathematics, science, and social studies</i>. Austin, TX: Steck-Vaughn Company.</p> <p>Rupley, W. H., Logan, J. W., & Nichols, W. D. (1998/1999). Vocabulary instruction in a balanced reading program. <i>The Reading Teacher</i>, 52, 336–346.</p>

Content Area	Rationale	References
	Development and growth of reading skills	<p>Cassidy, J. & Cassidy, D. (1999/2000, December/January). What's hot, what's not for 2000. <i>Reading Today</i>, pp. 1, 28.</p> <p>Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. <i>Reading Research Quarterly</i>, XXI, 360–407</p>
Sentence Comprehension (Levels 1–A)	Determining the grade or reading level of the target word and the highest-level word in the sentence.	<p>Harris, A. J., & Jacobson, M.D. (1982). <i>Basic reading vocabularies</i>. New York: Macmillan.</p> <p>Taylor, S. E., Frankenpohl, H., White, C. E., Nieroroda, B. W., Browning, C. L., & Birsner, E. P. (1989). <i>EDL core vocabularies in reading, mathematics, science, and social studies</i>. Austin, TX: Steck-Vaughn Company.</p>
Passage Comprehension (Levels 1–A)	<p>Importance of metacognitive strategies associated with the educational objectives identified by Bloom's taxonomy of level of learning in reading unfamiliar text</p> <p>Differences in ability to pay attention to decoding and comprehension based on development</p>	<p>Bloom, B. S. (Ed.). (1956, 1984). <i>Taxonomy of educational objectives: Book 1, cognitive domain</i>. New York: Longman.</p> <p>Palincsar, A. S., & Brown, A. L. (1986, April). Interactive teaching to promote independent learning from text. <i>The Reading Teacher</i>, 39, 771–777.</p> <p>Samuels, S. J., Schermer, N., & Reinking, D. (1992). Reading fluency: Techniques for making decoding automatic. In S. J. Samuels & A. E. Farstrup (Eds.), <i>What research has to say about reading instruction</i> (2nd ed.; pp. 124–144). Newark, DE: International Reading Association.</p>
Word Reading (Levels 1–3)	Determining the grade or reading level of target and distractor words	<p>Harris, A. J., & Jacobson, M.D. (1982). <i>Basic reading vocabularies</i>. New York: Macmillan.</p> <p>Taylor, S. E., Frankenpohl, H., White, C. E., Nieroroda, B. W., Browning, C. L., & Birsner, E. P. (1989). <i>EDL core vocabularies in reading, mathematics, science, and social studies</i>. Austin, TX: Steck-Vaughn Company.</p>

Content Area	Rationale	References
	<p>Performance on sight words may be an indication of a phonological deficit</p> <p>Influence of knowledge of sound symbol mapping in developing word recognition skills</p> <p>Pre-alphabetic, partial alphabetic, full alphabetic, and consolidated alphabetic phases of learning to read words</p> <p>Importance of sound–symbol mapping and recognition of frequently occurring spelling patterns</p> <p>How speed of word recognition influences fluency</p> <p>Relationship with comprehension</p>	<p>Brown, G. D. A. (1997). Connectionism, phonology, reading, and regularity in developmental dyslexia. <i>Brain and Language</i>, 59, 207–235.</p> <p>Moats, L. C. (1999, June). <i>Teaching reading is rocket science: What expert teachers of reading should know and be able to do</i>. Retrieved July 23, 2001, from http://www.aft.org/edissues/rocketscience.htm</p> <p>National Reading Panel. (2000, April). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. (NIH Pub. No. 00-4769). Retrieved July 27, 2001, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm</p> <p>Ehri, L. C. (1995). Phases of development in learning to read words by sight. <i>Journal of Research in Reading</i>, 18, 116–125.</p> <p>Adams, M. J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: The MIT Press.</p> <p>Samuels, S. J., Schermer, N., & Reinking, D. (1992). Reading fluency: Techniques for making decoding automatic. In S. J. Samuels & A. E. Farstrup (Eds.), <i>What research has to say about reading instruction</i> (2nd ed.; pp. 124–144). Newark, DE: International Reading Association.</p> <p>Shankweiler, D., Lundquist, E., Katz, L., Stuebing, K. K., Fletcher, J. M., Brady, S., et al. (1999). Comprehension and decoding: Patterns of association in children with reading difficulties. <i>Scientific Studies of Reading</i>, 3, 69–94.</p>
Sound Matching (Levels P & K)	Phonological awareness is an underlying and critical dimension to early reading success and explains	Smith, S. B., Simmons, D. C., & Kameenui, E. J. (1995). <i>Synthesis of research on phonological awareness: Principles</i>

Content Area	Rationale	References
	<p>significant differences between good and poor readers</p> <p>Sensitivity to speech sounds can be assessed in young preschool children</p> <p>Relationship with learning the sound-symbol correspondence of the alphabetic code</p>	<p><i>and implications for reading acquisition</i> (Tech. Rep. No. 21). Retrieved July 27, 2001, from http://idea.uoregon.edu/~ncite/documents/techrep/tech21.html</p> <p>Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). <i>Preventing reading difficulties in young children</i>. Washington, DC: National Academy Press.</p> <p>Lonigan, C. J., Burgess, S. R., Anthony, J. L., & Barker, T. A. (1998). Development of phonological sensitivity in 2- to 5-year-old children. <i>Journal of Educational Psychology, 90</i>, 294–311.</p> <p>National Reading Panel. (2000, April). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. (NIH Pub. No. 00-4769). Retrieved July 27, 2001, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm</p>
Rhyming (Levels P & K)	<p>Phonograms used were based on rank order of frequency in monosyllabic words</p> <p>Importance of onsets and rimes</p> <p>Tasks best suited to measure phonological awareness vary across development</p> <p>Importance of phonemic awareness in reading comprehension</p>	<p>Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (2000). <i>The reading teacher's book of lists</i> (4th ed.). Paramus, NJ: Prentice Hall.</p> <p>Juel, C., & Minden-Cupp, C. (1999). <i>Learning to read words: Linguistic units and strategies</i> (CIERA Report # 1-008). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.</p> <p>Schatschneider, C., Francis, D. J., Foorman, B. R., Fletcher, J. M., & Mehta, P. (1999). The dimensionality of phonological awareness: An application of item response theory. <i>Journal of Educational Psychology, 91</i>, 439–449.</p> <p>Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Reading</i></p>

Content Area	Rationale	References
Letter Recognition (Level K)	<p>Knowledge of letter names used to learn the important sound-symbol correspondences</p> <p>Relationship with acquisition of word decoding skills</p>	<p><i>Research Quarterly</i>, 36, 250–287</p> <p>Treiman, R., Tincoff, R., Rodriguez, K., Mouzaki, A., & Francis, D. J. (1998). The foundations of literacy: Learning the sounds of letters. <i>Child Development</i>, 69, 1524–1540.</p> <p>Catts, H. W. (1999, May). Phonological awareness: Putting research into practice. <i>American Speech-Language-Hearing Association, Special Interest Division 1, Language Learning and Education Newsletter</i> 6(1), 17–19.</p>
Phoneme-Grapheme Correspondence (Level K)	Learning to read has three sequential phases: differentiating graphic symbols, decoding letters to sounds, and using progressively high-order units of structure	Gibson, E. J. (1965, May 21). Learning to read. <i>Science</i> , 148, 1066–1072.

Appendix B



Group Score Summary - 1st Grade/3rd

Group Reading Assessment and Diagnostic Evaluation On-Level Fall Norms Level 1, Form A

Test Date: 10/16/01 Teacher / Examiner: Patricia Brown Grade: 1 School: Rice Creek		Word Reading		Word Meaning		Vocabulary Composite						Sentence Comprehension		Passage Comprehension		Comprehension Composite						Total Test						Listening Comprehension		
Student's Name	Grade	RS	Stanine	RS	Stanine	RS	Stanine	%ile	GE	SS	NCE	RS	Stanine	RS	Stanine	RS	Stanine	%ile	GE	SS	NCE	RS	Stanine	%ile	GE	SS	NCE	GSV	RS	Stanine
Bemis, Betty	1	15	6	20	5	35	5	53	1.2	102	53	12	6	6	4	18	5	54	1.2	102	53	53	6	59	1.3	104	56	348	16	6
Dover, Daniele	1	17	7	7	1	24	3	21	K.8	88	33	9	5	13	6	22	6	68	1.5	108	61	46	5	45	1.1	99	49	336	12	3
Epstein, Elliot	1	5	2	6	1	11	1	<1	K.8	57	1	3	3	4	3	7	2	7	K.8	79	21	18	1	<1	K.8	57	1	284	6	1
Ho, Chung	1	14	5	17	4	31	5	41	1.1	97	46	15	7	15	7	30	7	87	2.0	117	74	61	6	72	1.6	109	63	361	4	1
Jamar, Andrew	1	18	7	8	2	26	4	26	K.9	91	37	10	6	6	4	16	5	46	1.1	99	49	42	4	36	1.0	95	43	330	11	2

Average GSV: 332

Students listed on this report could be by class, grade or system

Average Growth Scale Value (GSV) for the class. GSV is used to measure class or student growth

Growth Scale Value (GSV) for individual student- used to measure growth

Subject	Raw Score	Sum	Stanine	%ile	GD	SD	NCE	Description	OSV
Word Reading	15		8					Average	
Word Meaning	20		8					Average	
Vocabulary Composite		35	8	83	1.2	100	95	Average	
Sentence Comprehension	12		8					Average	
Passage Comprehension	8		4					Average	
Comprehension Composite		18	5	54	1.2	100	55	Average	
TOTAL TEST		53	8	89	1.3	104	96	Average	348
Listening Comprehension	16		8					Average	

Birth Date:
 Test Date: 10/16/01
 Grade: 1
 Teacher/Examiner: Patricia Brown
 Class/Group: 1st Grade
 School: Rice Creek

Diagnostic Analysis Summary

Word Reading	NC	NP	%
Sight, or irregular	12	15	80%
Decodable	3	5	60%

Word Meaning	NC	NP	%
Sight, or irregular	9	12	75%
Decodable	11	15	73%

Sentence Comprehension	NC	NP	%
Verbs	4	4	100%
Prepositions	1	2	50%
Nouns	2	6	33%
Adverbs	2	2	100%
Adjectives	3	5	60%
Simple	9	14	64%
Complex	2	3	67%
Compound	1	2	50%

Passage Comprehension	NC	NP	%
Questioning	2	6	33%
Cliffing	3	11	27%
Summarizing	0	4	0%
Predicting	1	1	100%
Fluon	2	18	11%
Science	2	3	67%
Power	2	3	67%
Short	5	9	56%
Medium	1	9	11%
Long	0	6	0%

Listening Comprehension	NC	NP	%
Vocabulary	4	4	100%
Inference	4	4	100%
Grammar	8	8	100%

NC = Number Correct NP = Number Possible

Criterion Referenced information broken down by Number Correct (NC), Number Possible (NP) and Percent Correct (%)

Description of Results

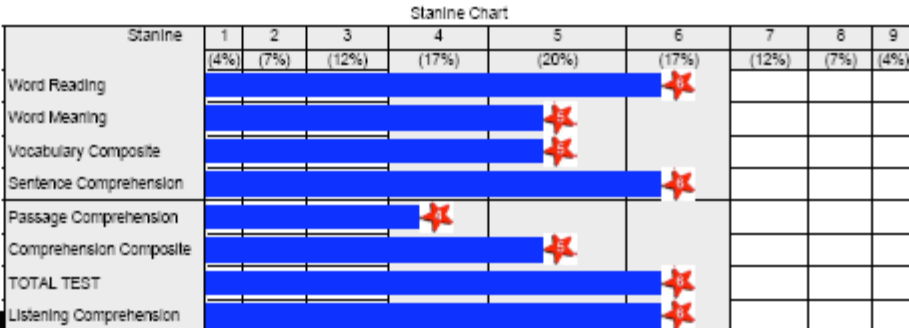
A stanine score converts a raw score (total number correct) to a single-digit number between 1 and 9, which makes test performance easier to understand. If the stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the specific set of tasks or subtests. If the stanine score is 4, 5, or 6, the test performance is considered average. If the stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at stanine scores helps readily identify reading strengths and/or needs.

The Vocabulary Composite measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of contextual clues. Betty's average performance on the Vocabulary Composite indicates a knowledge of phonics, the exceptions to letter-sound correspondence rules, and the ability both to read words and know their meanings.

The Comprehension Composite measures the ability to comprehend a sentence as a whole unit as well as multiple sentences in an extended reading passage. Betty's average performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the part of speech of the missing word or the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of written material.

The Total Test raw score can be converted to multiple normative or derived scores for overall reading skill assessment. Betty's average Total Test performance suggests appropriate progress in reading.

Listening Comprehension measures linguistic understanding without printed cues. Betty's average performance indicates oral language skills commensurate with the development level represented for Level 1.



Stanine Chart shows student performance and areas of student strengths and weakness



Description of GRADE

Betty recently took the Group Reading Assessment and Diagnostic Evaluation (GRADE). The GRADE is a diagnostic tool designed to see what pre-reading or reading skills have been learned and what skills need to be taught. This information in the boxes below shows Betty's test results. The Stanine chart reflects Betty's most recent test administration and shows her performance on specific GRADE subtests or tasks. The Growth Scale Value (GSV) graph demonstrates Betty's reading progress over time. The data point or mark on this graph represents Betty's current reading performance. Please feel free to ask any questions about this report. You are an important part of Betty's reading success.

Birth Date: Test Date: 10/16/01 Grade: 1 Teacher/Examiner: Patricia Brown Class/Group: 1st Grade School: Rice Creek

Stanine Profile shows students performance and areas of strengths and weaknesses

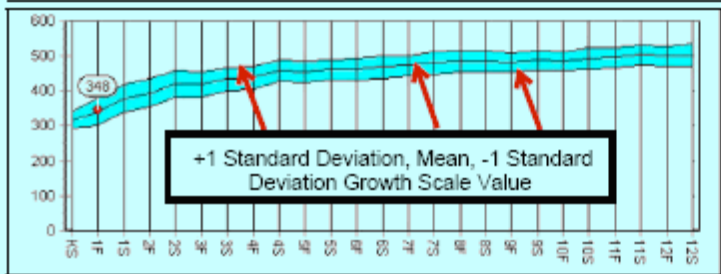
Stanine Profile

Table with columns for Stanine (1-9) and rows for Word Reading, Word Meaning, Vocabulary Composite, Sentence Comprehension, Passage Comprehension, Comprehension Composite, TOTAL TEST, and Listening Comprehension. Includes percentage values for each stanine and star markers for performance levels.

Stanine Description

A stanine score converts a raw score (total number correct) to a single-digit number between 1 and 9, which makes test performance easier to understand. If the stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the specific set of tasks or subtests. If the stanine score is 4, 5, or 6, the test performance is considered average. If the stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance.

Growth Scale Value (GSV)



GSV Description

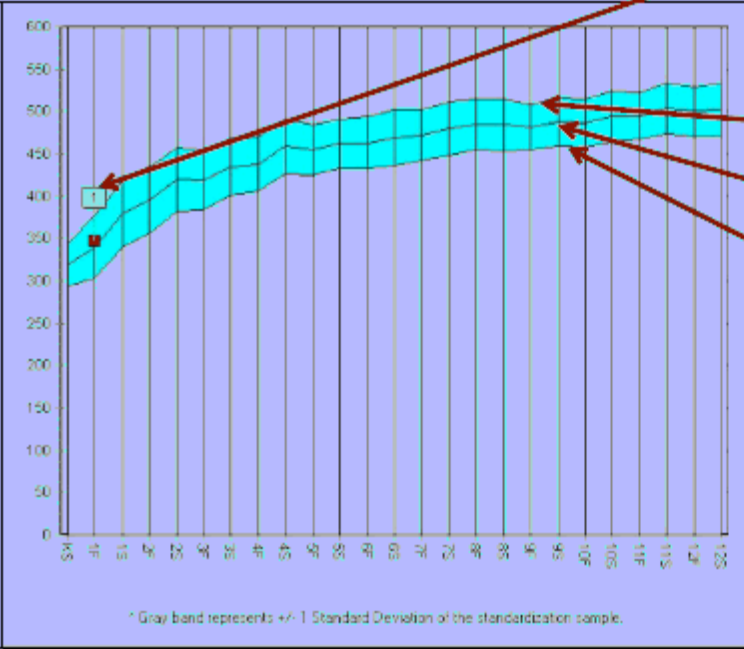
The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like "inches" are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a "yardstick" by which reading progress can be measured throughout the school years.

What is a Growth Scale Value

What is the Growth Scale Value (GSV)?

The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like Inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a "yardstick" by which reading progress can be measured throughout the school year. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 488 is average for 1st-grade students in the fall; a GSV of less than 488 would reflect a lower reading performance and a GSV greater than 488 would reflect a higher reading performance for beginning 1st-graders. Please note that the GSVs for students taking Levels P and K will not be plotted on the graph below because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual). The GSVs for these levels are shown with an asterisk (*) on the right. The GSVs for students taking Levels 1-A will be plotted below and are shown on the right without an asterisk.

Student GSV(s) and the Normal Growth Curve



Administrations of the GRADE

Seq.	Date	Grade	Level	GSV	National Mean	Range
1	10/16/2001	1	1/A	348	340	303-377

Shows number of GRADE administrations

+1 Standard Deviation

Mean

-1 Standard Deviation



Group Diagnostic Analysis by Type - 1st Grade / 2nd

Sentence Comprehension

Criterion Referenced information Raw Score (RS), Number of Items Possible (NP) and Percent Correct (%).

On-Level Fall Norms Level 1, Form A

Teacher/Examiner: Patricia Brown Test Date: 10/16/01 Grade: 1 School: Rice Creek

Student	RS	NP	%	Parts of Speech						Type of Sentence				Stanine
				Adjective	Adverb	Conjunction	Noun	Preposition	Verb	Simple	Compound	Complex	Complicated	
Bemis, Betty	12	19	63%	(3/5) 60%	(2/2) 100%	N/A	(2/3) 67%	(1/2) 50%	(4/4) 100%	(6/14) 54%	(1/2) 50%	(2/3) 67%	N/A	6
Coover, Danielle	9	19	47%	(2/5) 40%	(1/2) 50%	N/A	(2/3) 67%	(2/2) 100%	(2/4) 50%	(5/14) 43%	(1/2) 50%	(2/3) 67%	N/A	5
Epstein, Elliot	3	19	16%	(2/5) 40%	(0/2) 0%	N/A	(2/6) 33%	(1/2) 50%	(1/4) 25%	(3/14) 21%	(0/2) 0%	(2/3) 67%	N/A	3
Hu, Chung	15	19	79%	(4/5) 80%	(1/2) 50%	N/A	(5/6) 83%	(2/2) 100%	(3/4) 75%	(11/14) 79%	(2/2) 100%	(2/3) 67%	N/A	7
Jamir, Andrew	10	19	53%	(1/5) 20%	(2/2) 100%	N/A	(4/5) 80%	(2/2) 100%	(1/4) 25%	(6/14) 54%	(0/2) 0%	(1/3) 33%	N/A	6
Class Average % Correct			52%	48%	60%	N/A	43%	60%	50%	54%	40%	47%	N/A	

Local average p-value				.48	.60		.00	.43	.60	.50	.54	.40	.47	.00
National average p-value				.41	.41			.45	.45	.46	.43	.56	.37	
Difference				.07	.19			(.02)	.35	.04	.11	(.16)	.10	

Difference- score between Local and National P-Value is useful in examining reading clusters. May show strengths or weaknesses in reading program

P-Value indicates the percentage of students locally (by class or grade) that answered the item correct compared to the National average

Teacher/Examiner: Patricia Brown Test Date: 10/16/01 Grade: 1 School: Rice Creek

Student	RS	NP	%	Question Type				Passage Origin		Passage Length			Passage Type							Summ
				Q	C	P	S	A	S	S	M	L	Fc	Sc	H	Pr	Pm	Fb	B	
Bemis, Dely	6	24	25%	(3/6) 25%	(3/11) 27%	(1/1) 100%	(0/4) 0%	N/A	N/A	(5/6) 56%	(1/6) 11%	(0/6) 0%	(2/16) 11%	(2/3) 67%	N/A	N/A	(2/3) 67%	N/A	N/A	4
Govar, Daniela	13	24	54%	(6/13) 75%	(9/11) 55%	(2/1) 0%	(1/4) 25%	N/A	N/A	(2/6) 22%	(5/6) 56%	(0/6) 100%	(11/16) 69%	(0/3) 0%	N/A	N/A	(2/3) 67%	N/A	N/A	6
Epstein, Eliot	4	24	17%	(3/4) 25%	(2/11) 18%	(2/1) 0%	(0/4) 0%	N/A	N/A	(3/6) 33%	(1/6) 11%	(0/6) 0%	(3/16) 17%	(1/3) 33%	N/A	N/A	(0/3) 0%	N/A	N/A	3
Ho, Chung	15	24	63%	(6/15) 75%	(7/11) 64%	(1/1) 100%	(1/4) 25%	N/A	N/A	(1/6) 11%	(5/6) 69%	(0/6) 100%	(15/16) 93%	(0/3) 0%	N/A	N/A	(0/3) 0%	N/A	N/A	7
Jantar, Andrew	6	24	25%	(3/6) 25%	(4/11) 36%	(2/1) 0%	(0/4) 0%	N/A	N/A	(2/6) 22%	(4/6) 44%	(0/6) 0%	(3/16) 33%	(0/3) 0%	N/A	N/A	(0/3) 0%	N/A	N/A	4
Class Average % Correct			57%	45%	40%	40%	10%	N/A	N/A	20%	42%	40%	41%	20%	N/A	N/A	27%	N/A	N/A	

Local average p-value				.45	.40	.40	.10	.00	.00	.29	.42	.40	.41	.20	.00	.00	.27	.00	.00	
National average p-value				.43	.36	.51	.38			.41	.40	.36	.40	.41			.39			
Difference				.02	.02	(.11)	(.28)			(.12)	.02	.02	.01	(.21)			(.12)			

KEY

Question Type	Passage Origin	Passage Length	Passage Type
Q=Questioning C=Clarifying S=Summarizing P=Predicting	A=Authentic S=Synthetic	S=Short M=Medium L=Long	Fc=Fiction H=History Pr=Practical Sc=Science Pm=Poem Fb=Fable B=Biography

Question Type- refers to higher cognitive skills required to answer comprehensive questions

Passage Type- indicates type of passage by content genre

Subject	Raw Score	Sum	Stanine	Scale	GE	SS	NCE	Description	OSV
Word Reading	15	5	5					Average	
Word Meaning	20	5	5					Average	
Vocabulary Composite	35	5	53	1.2	102	53		Average	
Sentence Comprehension	12	5	5					Average	
Passage Comprehension	8	4	4					Average	
Comprehension Composite	18	5	54	1.2	102	53		Average	
TOTAL TEST	53	5	52	1.3	104	56		Average	341
Listening Comprehension	16	5	5					Average	

Birth Date:
 Test Date: 10/16/01
 Grade: 1
 Teacher/Examiner: Patricia Brown
 Class/Group: 1st Grade
 School: Rice Creek

Diagnostic Analysis Summary

Subject	NC	NP	%
Word Reading			
Sight, or Irregular Decodable	12	15	80%
	3	5	60%
Word Meaning			
Sight, or Irregular Decodable	9	12	75%
	11	15	73%
Sentence Comprehension			
Verbs	4	4	100%
Prepositions	1	2	50%
Nouns	2	3	67%
Adverbs	2	2	100%
Adjectives	3	5	60%
Simple	9	14	64%
Complex	2	3	67%
Compound	1	2	50%
Passage Comprehension			
Questioning	2	3	67%
Clarifying	3	11	27%
Summarizing	0	4	0%
Predicting	1	1	100%
Fiction	2	16	11%
Science	2	3	67%
Poem	2	3	67%
Short	5	9	56%
Medium	1	9	11%
Long	0	3	0%
Listening Comprehension			
Vocabulary	4	5	80%
Inference	4	4	100%
Grammar	0	3	0%

NC = Number Correct NP = Number Possible

RECOMMENDATIONS

The Vocabulary Composite measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of contextual clues. Betty's average performance on the Vocabulary Composite indicates a knowledge of phonics, the exceptions to letter-sound correspondence rules, and the ability both to read words and know their meanings. The Word Attack Skills workbook and the Vocabulary Building workbook for Levels 1, 2, and 3 in the Building Reading Success Workbook series may be helpful for reinforcement or enrichment.

The Comprehension Composite measures the ability to comprehend a sentence as a whole unit as well as multiple sentences in an extended reading passage. Betty's average performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the part of speech of the missing word or the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of written material. The Reading Comprehension workbook for Levels 1 and 2 in the Building Reading Success Workbook series may be helpful for reinforcement.

The Total Test raw score can be converted to multiple normative or derived scores for overall reading skill assessment. Betty's average Total Test performance suggests appropriate progress in reading. Betty was administered Level 1 of the GRADE. The GRADE Resource Libraries (GRLs) may be helpful at the same level as the test (Level 1) for activities, worksheets, and booklists.

Listening Comprehension measures linguistic understanding without printed cues. Betty's average performance indicates oral language skills commensurate with the development level represented for Level 1.

Recommends the level of the GRADE Resource Library to use with this student

Teacher/Examiner: Patricia Brown Test Date: 10/16/01 Grade: 1 School: Rice Creek

Passage Number	1			2			3			4			5			6			7			8					
Passage Type	Fiction			Science			Fiction			Poem			Fiction			Fiction			Fiction			Fiction					
Passage Length	Short			Short			Medium			Short			Medium			Long			Long			Medium					
Item Number	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Question Type	C	Q	C	Q	C	S	C	C	Q	S	Q	C	Q	Q	C	Q	C	C	Q	C	C	Q	C	S	C	P	S
Student Name	RS																										
Bemis, Betty	6	C	B	A	B	C	D	A	B	C	D	C	B	A	C	C	A	C	B	B	C	D	A	A	A	D	
Dover, Daniele	13	A	B	C	A	B	C	A	B	B	C	C	B	C	B	A	D	B	A	A	B	D	B	B	B	B	
Epstein, Elliot	4	C	A	B	B	A	D	B	A	C	C	B	A	A	C	C	C	C	B	D	C	B	A	B	B		
Ho, Chung	15	A	A	C	A	B	C	C	A	B	C	B	A	C	B	A	D	B	A	A	B	D	B	A	A		
Jamar, Andrew	6	C	D	D	A	B	C	C	A	D	C	D	A	C	B	C	A	C	B	D	C	B	A	B	B		

Total Incorrect	2	3	4	3	4	5	3	2	3	5	3	3	2	2	3	3	3	3	3	3	3	3	3	3	5
Total Correct	3	2	1	2	1	0	2	3	2	0	2	2	3	3	2	2	2	2	2	2	2	2	2	2	0
Local p-value	.60	.40	.20	.40	.20	0	.40	.60	.40	0	.40	.40	.60	.60	.40	.40	.40	.40	.40	.40	.40	.40	.40	0	
National p-value	.46	.58	.28	.46	.35	.42	.29	.55	.43	.48	.39	.31	.34	.46	.40	.29	.43	.44	.50	.36	.28	.34	.51	.32	
Difference	.14	(.18)	(.08)	(.06)	(.15)	(.42)	.11	.05	(.03)	(.48)	.01	.09	.26	.14	0	.11	(.03)	(.04)	(.10)	.04	.12	.06	(.11)	(.32)	

Correct Answer	C	A	D	B	C	A	C	A	B	A	C	B	C	B	A	D	B	A	A	B	D	B	A	C
Response A	2	2	1	3	1	0	2	3	0	0	0	3	2	0	2	2	0	2	2	0	1	3	2	1
Response B	0	2	1	2	3	0	1	2	2	0	2	2	0	3	0	0	2	3	0	2	2	2	3	3
Response C	3	0	2	0	1	3	2	0	2	4	2	0	3	2	3	1	3	0	1	2	0	0	0	0
Response D	0	1	1	0	0	2	0	0	1	1	1	0	0	0	0	2	0	0	2	1	2	0	0	1
Response E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

KEY

Question Type
Q=Questioning C=Clarifying S=Summarizing P=Predicting

Question Type- refers to higher cognitive skills required to answer comprehensive questions

Individual student error analysis

Appendix C

GRADE Technical Manual Outline

The GRADE technical manual is a 113 page book written by test author Dr. Kathleen Williams. The technical manual is the authoritative resource for the GRADE organized in four chapters:

1. **Chapter 1. Overview**
 - Features of the GRADE
 - GRADE Applications
 - Testing Requirements for the GRADE

2. **Chapter 2. Content and Interpretation**
 - GRADE Philosophy
 - GRADE Theory
 - GRADE Structure
 - Pre-Reading
 - Reading Readiness
 - Vocabulary
 - Oral Language
 - Normative Scoring
 - Raw Scores
 - Stanines
 - Percentiles
 - Grade Equivalents
 - Standard Scores
 - Normal Curve Equivalents
 - Growth Scale Values (a measure of reading progress)

3. **Chapter 3. Tryout and Standardization**

4. **Chapter 4. Reliability, Equivalency, and Validity**