

Student: [REDACTED] Subject: Reading
 School: [REDACTED] Class: 6 Grade Basic Ed
 Teacher: [REDACTED] Test: Reading Goals Survey 6 mid
 Lexile Score: 984 Test Date: 1/19/2005

221	224	214	222	226
Overall Score	Word Analysis and Vocabulary Development	Literal Comprehension	Interpretive Comprehension	Literary Response and Analysis
	<p>Items include same skills and content as above with more difficult vocabulary and extended thinking.</p>	<p><i>Reading Directions</i></p> <ul style="list-style-type: none"> • Synthesize/ paraphrase directions • Follow multi-step directions containing adult vocabulary where the outcome is not obvious • Follow detail in typical medicine or product label • Synthesize intention of directions • Understand small but significant detail in directions <p><i>Sequencing</i></p> <ul style="list-style-type: none"> • Format: Read passages that contain unfamiliar content, adult vocabulary, few word clues, longer sentences, and complex phrasing • Paraphrase sentence order from passage with phrases like "just before this happened, that happened" and "after this happens but before that happens" • Determine last, first, and next, paraphrasing events from passage • Use indirect word clues to determine the order of scrambled sentences • Determine what comes after another event • Determine the sequence of events in a subset of events in the middle of a passage • Paraphrase the sequence of events in a complex passage <p><i>Locating Information</i></p>	<p>Items include same skills and content as above with more difficult vocabulary and extended thinking.</p> <p><i>Persuasive Elements</i></p> <ul style="list-style-type: none"> • Determine purpose of persuasive ad or argument • Determine persuasive techniques or methods • Determine tone or effect of persuasive writing • Analyze persuasive statements • Determine to whom or what feelings persuasive writing will appeal • Imply purpose of persuasive writing <p><i>Bias, Assumptions, Stereotype</i></p> <ul style="list-style-type: none"> • Read passages where topics are less familiar, with rich, varied vocabulary • Higher level thinking required to understand topics and to differentiate between answer choices • Infer assumptions of writer or character • Generalize opinions or assumptions of writer • Generalize people likely to agree or disagree with opinion or assumption • Recognize difference between discriminatory and non-discriminatory statements • Recognize statements or thinking not assumed by the writer <p>• Format: Read passages with</p>	<p>Items include same skills and content as above with more difficult vocabulary and extended thinking.</p> <p><i>New Vocabulary</i></p> <p>personification, alliteration, method of characterization, flashback, literary device, narration, exposition, memoir</p>

		<ul style="list-style-type: none"> • Format: Read passages that are lengthy, detailed, and contain adult vocabulary. They are typical examples one would find everyday, not specific to children • Use an announcement: find and understand specific information • Use a handbook: Find and understand specific information • Use a shipping and handling chart: Recognize, know it by name • Use a phone book: <ul style="list-style-type: none"> ○ Yellow pages: how to read, find, and understand specific information ○ White pages: how to use guide letters • Use a catalogue: <ul style="list-style-type: none"> ○ Use summary information to determine which product to purchase ○ Find and understand specific information • Use an index <ul style="list-style-type: none"> ○ Organization of topics ○ Using increased specificity of terms to locate information ○ Understand page list format, difference between use of commas and hyphens (43, 57, 60-62) • Use a bibliography: <ul style="list-style-type: none"> ○ Find and understand information in an annotated bibliography • Use a glossary: How to use • Use a field guide: Find and understand specific information • Use a dictionary: How to use to find word meaning 	<p>complex topics, some quite difficult vocabulary, distracters more complex, require more thought to determine correct answer choice</p> <ul style="list-style-type: none"> • Understand the meaning of the word "stereotype" • Infer and generalize assumptions of writer <p><i>Classify, Thinking Skills</i></p> <ul style="list-style-type: none"> • Identify words that belong to the same group based on implications, connotations, multiple meanings, or secondary attributes given more difficult vocabulary words • Identify the sentence that does not related to the specific topic in a long, complex passage • Find commonalities in a set of distinct descriptions <p><i>Evaluate Validity</i></p> <ul style="list-style-type: none"> • Format: Read longer passages with more detail, more extensive vocabulary, and less familiar content • Evaluate whether or not an argument is consistent • Determine which conclusion is supported by facts in a passage • Determine which fact or detail supports a conclusion • Identify faulty reasoning leading to a conclusion • Identify a conclusion not supported by facts or details in a passage • Evaluate reasoning leading to a conclusion • Evaluate the quality of information sources • Determine the most qualified source of information • Analyze the reasoning used to support a conclusion or opinion • Determine which conclusion is supported by facts or details in 	
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