WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST
READING
Federal Functioning Level 1 – Beginning Literacy (0–1.9)

Student:	Program:
Instructor:	Date Enrolled:

R.1 PHONEMIC AWARENESS/ WORD ANALYSIS	Date & Initial
1.1.1 Recognize the concepts of print (left to right, top to bottom, front to back, return sweep).	
1.1.2 Recognize upper and lower case manuscript letters of the alphabet and their sounds.	
1.1.3 Identify words with the same consonants/sounds in initial word positions (e.g., car, cow, cat).	
1.1.4 Manipulate initial sounds to recognize, create, and use rhyming words (e.g., may, say, ray).	
1.1.5 Identify single consonants/sounds in initial, medial, and final word positions.	
1.1.6 Identify short and long vowels and their sounds.	
1.1.7 Use short vowel sounds to decode one-syllable words.	
1.1.8 Identify "r-controlled" vowel sounds (e.g., ur, ar, ir).	
1.1.9 Identify two-letter consonant blends in initial and final word positions (e.g., br-, sp-, cl-, -nd, -sk) and use these to decode one-syllable words.	
1.1.10 Identify two-letter consonant digraphs in initial and final word positions (e.g., ch, sh, th, wh) and use these to decode one-syllable words.	

R.2 VOCABULARY	Date & Initial
2.1.1 Demonstrate ability to read personal information (name, address, zip code, phone number, age).	
2.1.2 Identify common functional and survival signs and labels with one word or symbol (e.g., danger, hospital, restroom, poison).	
2.1.3 Read written numbers (one, two), clock time, prices, sizes, and isolated words and phrases in familiar contexts (e.g., traffic signs, store ads, clothing tags, fast food menus).	
2.1.4 Identify and match common symbols (e.g., dollar sign) and abbreviations (e.g., days, months, clothing size) to	

	Date & Initial
full form of the word.	
2.1.5 Use picture clues to identify unfamiliar words.	
2.1.6 Use context clues to determine word meaning (e.g., by identifying missing words from sentences).	
2.1.7 Read a minimum of 80% of sight words from an appropriate level word list (e.g., 100 most frequently used words).	

R.3 COMPREHENSION	Date & Initial
3.1.1 Locate pertinent information in simple, familiar materials (e.g., want ads, job listings, schedules, signs, food packages).	
3.1.2 Respond to instructional level text (1) by distinguishing between fact and opinion and (2) by comparing and contrasting ideas.	
3.1.3 Respond to instructional level text (1) by identifying sequence and (2) by making predictions (e.g., by using illustrations and titles).	
3.1.4 Read and interpret simple and compound sentences in a short paragraph containing familiar vocabulary.	
3.1.5 Interpret and follow very simple visual instructions that utilize pictures and diagrams.	
3.1.6 Demonstrate self-monitoring strategies (e.g., self-correct when an incorrectly identified word does not fit).	

R.4 FLUENCY	Date & Initial
4.1.1 Read orally, with accuracy and comprehension, texts designed for this instructional level. (Rubrics will be developed to measure this consistently.)	

Performance Descriptors

READING – BEGINNING LITERACY – LEVEL 1
Each IGO must be mastered with a minimum score of 80%.

Phonemic Awareness/Word Analysis
R.1.1.1   Read a few very simple sentences with familiar learned words pointing to each word as it is read; demonstrating movement from left to right and top to bottom; and movement from the end of a line to the beginning of the next (return sweep) with continuation on to the back of the page.

R.1.1.2   Look at a list with a mixture of at least forty upper and lower case manuscript letters of the alphabet that are not in alphabetical order, say the names of the letters for your instructor, and indicate the sounds the letters make.

R.1.1.3   Listen to twenty sets of words and identify the one word in each set of four that has a beginning sound different from the other three words in the set (e.g., cat, cow, car, dog).

R.1.1.4   For twenty sets of words, listen to the first word in the set and identify one of the following three words that rhymes. Listen to ten key words and make at least two rhyming words for each. For five words, listen to the word, identify a rhyming word, and make a sentence using both words.

R.1.1.5   Identify the single consonants/sounds in initial, medial, and the final word positions of fifty or more words.

R.1.1.6   Identify five vowels of the English language and make the five short and five long vowel sounds using picture words with the vowel sounds in them.

R.1.1.7   Decode twenty or more one syllable words that use the five short vowel sounds.

R.1.1.8   Identify twenty or more "r-controlled" vowel sounds (e.g., ur, ar, ir) and use them to read the words orally.

R.1.1.9   Identify the two-letter consonant blends in the initial and the final word positions (e.g., br-, sp-, cl-, -nd, -sk) of twenty or more one-syllable words and use them to read the words orally.

R.1.1.10 Identify two-letter consonant digraphs in the initial and the final word positions (e.g., ch, sh, th, wh) of twenty or more one-syllable words and use them to read the words orally.

Vocabulary
R.2.1.1   Read personal information labels (name, address, zip code, phone number, age, etc.) and match to own personal information or complete the personal information sheet for WC.1.1.6.
(See also WC.1.1.6)

R.2.1.2   Identify a graphic of ten or more common functional signs, survival signs, and labels with one word or symbol (e.g., danger, hospital, restroom, poison).

R.2.1.3   Read twenty-five or more written numbers (one, two), clock time, prices, sizes, and isolated words and phrases in familiar contexts (e.g., traffic signs, store ads, clothing, tags, fast food menus).

R.2.1.4   Identify and match ten or more common symbols (e.g., dollar sign) and abbreviations (e.g., days, months, clothing size) to full form of the word.

R.2.1.5   Use picture clues to identify ten unfamiliar words.

R.2.1.6   Use context clues to determine ten word meanings (e.g., by identifying missing words from sentences).

R.2.1.7   Read a minimum of 80% of twenty-five or more sight words from an appropriate level word list (e.g., 100 most frequently used words).

Comprehension
R.3.1.1   Locate pertinent information in two or more simple materials (e.g., want ads, job listings, schedules, signs, food packages).

R.3.1.2   Respond to instructional level text (1) by distinguishing between fact and opinion in one passage and (2) by comparing and contrasting ideas in one passage.

R.3.1.3   Respond to instructional level text (1) by identifying sequence in one passage and (2) by making predictions (e.g., by using illustrations and titles) in one passage.

R.3.1.4   Read and interpret simple and compound sentences in a short paragraph containing familiar vocabulary by answering five comprehension questions.

R.3.1.5   Interpret and follow a very simple set of visual instructions that utilize pictures and diagrams for one task.

R.3.1.6   Demonstrate self-monitoring strategies (e.g., self correct when an incorrectly identified word does not fit) by reading three or more passages for the teacher.

Fluency
R.4.1.1   Read orally, with accuracy and comprehension, texts designed for this instructional level. Use the rubric developed for this IGO to measure this consistently.

WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST

READING
Federal Functioning Level 2 – Beginning Basic (2–3.9)

Student:	Program:
Instructor:	Date Enrolled:

NOTE: Essential IGOs related to the GED Tests are <u>underlined</u>.

R.1 PHONEMIC AWARENESS/ WORD ANALYSIS		Date & Initial
1.2.1	Identify two and three letter consonant blends (e.g., str, spl, thr) and digraphs in initial, medial, and final word positions and use them to decode one-syllable words.	
1.2.2	Identify long vowel combinations and use them to decode one-syllable words.	
1.2.3	Identify diphthongs (e.g., ou, aw, ay) and use to decode one-syllable words.	
1.2.4	Identify the schwa sound (e.g., away) and use to decode simple words.	
1.2.5	Identify and use silent consonants (e.g., kn, gh).	
1.2.6	Identify words with inflectional endings (e.g., -s, -es, -ed,-ing, -er, -est).	
1.2.7	Identify and use contractions and be able to match them to the two words being replaced (e.g., I'm for I am).	
1.2.8	Identify and use compound words.	
1.2.9	Identify root words, prefixes (e.g., pre-, un-, dis-), and suffixes (e.g., -less, -ly, -ment) and use them to decode multi-syllabic words.	
1.2.10	Use decoding strategies to identify and count syllables in multi-syllable words.	

R.2 VOCABULARY		Date & Initial
2.2.1	Read a minimum of 80% of sight words from an appropriate level word list (e.g., 300 most frequently used words).	
2.2.2	Recognize synonyms, antonyms, homonyms, and homophones (e.g., dear-deer) for identified vocabulary words presented in isolation or within a group of words.	
2.2.3	Recognize the correct meaning of multiple-meaning words (e.g., bill, train) when presented in text.	
2.2.4	Use context clues to determine the meaning of an unknown word.	
2.2.5	Use structural analysis to determine the meaning of words (e.g., prefixes, suffixes, and root words).	

R.3 COMPREHENSION		Date & Initial
3.2.1	Locate explicitly stated information in functional reading (e.g., invitations, bulletins).	
3.2.2	Locate specific items in an alphabetical listing (e.g., class list, phone directory, dictionary) or in a topical listing (e.g., picture dictionary, table of contents).	
3.2.3	Distinguish between fact and opinion in a short paragraph.	
3.2.4	Use comparison and contrast to draw conclusions in a story.	
3.2.5	Evaluate information from simple charts, graphs, labels, and payroll stubs to answer questions.	
3.2.6	Use newspaper headlines or other titles to draw conclusions and make inferences about simple written materials.	
3.2.7	Paraphrase a simple written passage.	
3.2.8	Follow a set of simple written directions.	
3.2.9	Determine the sequence (e.g., events in a story, set of directions, and/or a missing item) in a process.	
3.2.10	Identify the author's purpose in a selection when it is not explicitly stated.	
3.2.11	Use graphic organizers, such as story maps and Venn diagrams, to determine meaning in texts written for this instructional level.	
3.2.12	Self-monitor and clearly identify specific words or wordings that are causing comprehension difficulties (e.g., by circling or underlining difficult words).	

R.4 FLUENCY		Date & Initial
4.2.1	Read orally with accuracy and comprehension, texts designed for this instructional level. (Rubrics will be developed to measure this consistently.)	

READING – BEGINNING BASIC – LEVEL 2
Each IGO must be mastered with a minimum score of 80%.

Phonemic Awareness/Word Analysis
R.1.2.1   Identify two and three letter consonant blends and digraphs in one-syllable words. Find initial blends in twenty words, final blends in ten words, and the blends and digraphs in five words that have the combinations in the initial, end, or both positions. Use the sounds of the digraphs and blends to help you pronounce all the words.
R.1.2.2   Identify long vowel combinations and use them to decode twenty one-syllable words.
R.1.2.3   Identify diphthongs (e.g., ou, aw, ay) and use them to decode twenty one-syllable words.
R.1.2.4   Identify the schwa sound (e.g., a as in away) and use them to decode ten simple words.
R.1.2.5   Identify and use silent consonants to read ten simple words.
R.1.2.6   Identify the inflectional endings (e.g., s, es, ed, ing, er, est) from a list of twenty words.
R.1.2.7   Match ten contractions to the two words being shortened (e.g., I'm for I am.) and identify ten contractions in a paragraph.
R.1.2.8   Identify compound words in twenty sentences and make five compound words from ten one-syllable words.
R.1.2.9   Identify the prefixes and roots in ten words, the suffixes and roots in ten words, and identify the prefixes, suffixes (or both), and roots in five words. Say the words for the teacher.
R.1.2.10 Use decoding strategies to identify and count syllables in twenty multi-syllable words.

Vocabulary
R.2.2.1   Read a minimum of 80% of the English words listed as the final 200 words of the 300 most frequently used words.
R.2.2.2   Recognize eight synonyms, fifteen antonyms, and twenty homonyms and homophones (e.g., dear-deer) for identified vocabulary words presented in isolation or with-in a group of words.
R.2.2.3   Recognize the correct meaning of multiple-meaning words (bill, train) when presented in ten sentences.
R.2.2.4   Use context clues to determine the meaning of ten or more unknown words.
            (See also R.2.1.6)
R.2.2.5   Use the meaning of prefixes and suffixes to determine which prefixes and suffixes to add to root words to give meaning to a paragraph.

Comprehension
R.3.2.1   Look at one functional reading (invitations, bulletins, signs) and answer at least five questions from information explicitly stated in the reading.
            (See also WC.2.4.3)
R.3.2.2   Locate five specific items in one alphabetical listing (e.g., class list, phone directory, dictionary) and five items in one topical listing (e.g., picture dictionary, table of contents).
            (See also WC.1.1.3)
R.3.2.3   Distinguish between fact and opinion in one short paragraph.
            (See also WC.2.4.7)
R.3.2.4   Use comparison and contrast to draw conclusions in one short story.
            (See also WC.2.5.3, WC.2.3.4)
R.3.2.5   Evaluate information from one simple chart, graph, label, and payroll stub by answering fifteen questions.
R.3.2.6   Use five newspaper headlines or other titles to draw at least two conclusions for each about simple written material that would follow.
R.3.2.7   Paraphrase one, simple written passage. Use a rubric to evaluate.
            (See also WC.2.3.1)
R.3.2.8   Follow at least two sets of simple written directions.
            (See also WC.2.3.1)
R.3.2.9   Determine the sequence (e.g., events in a story, set of directions, and/or a missing item) in two or more processes.
            (See also WC.2.2.5)
R.3.2.10 Identify the author's purpose in one selection when it is not explicitly stated.
R.3.2.11 Use a graphic organizer such as a story map or a Venn diagram to determine meaning in a text written for this instructional level.
            (See also WC.2.2.3, WC.3.3.8, WC.2.5.3)
R.3.2.12 Demonstrate self-monitoring techniques to clearly identify specific words or wordings that are causing comprehension difficulties (e.g., by circling or underlining difficult words) in one short selection taken from a text on instructional level.
            (See also WC.5.4.1)

Fluency
R.4.2.1   Read orally, with accuracy and comprehension, a text designed for this instructional level. Use the rubric to measure consistently.

WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST
READING
Federal Functioning Level 3 – Low Intermediate (4–5.9)

Student:	Program:
Instructor:	Date Enrolled:

R.2 VOCABULARY	Date & Initial
2.3.1 Use prefixes, suffixes, root words, antonyms, and synonyms to determine meaning of unfamiliar words.	
2.3.2 Use context clues to determine meaning of unfamiliar words.	
2.3.3 Read a minimum of 80% of sight words from an appropriate level word list.	
2.3.4 Identify the meaning of frequently used synonyms, antonyms, and homographs.	

R.3 COMPREHENSION	Date & Initial
3.3.1 Identify the main idea of a passage and relevant supporting details.	
3.3.2 Identify cause/effect signal words in sentences (e.g., as a result, because, consequently, thus).	
3.3.3 Follow simple written multi-step instructions and diagrams.	
3.3.4 Locate pertinent information in multi-paragraph passages and apply it to answer a question.	
3.3.5 Locate pertinent information in print materials (e.g., ads, labels, pay stubs, public signs) and apply it to answer a question.	
3.3.6 Read and interpret simplified policies/procedures (e.g., simple employee handbooks, payroll stubs, driver's manual).	
3.3.7 Use comparison and contrast to determine the best purchase of an advertised item.	

	Date & Initial
3.3.8 Evaluate information from simple graphic materials such as charts, pictures, maps, signs, diagrams, tables, or graphs.	
3.3.9 Locate information on a given topic in several types of reference materials (e.g., dictionary, atlas, encyclopedia, newspaper).	
3.3.10 Draw conclusions and make inferences about short passages (such as by identifying correct multiple choice answers or by writing short answers to questions).	
3.3.11 Determine the appropriate reading strategy to acquire specific information (rereading, skimming, scanning).	
3.3.12 Identify and apply appropriate strategies to aid comprehension (e.g., graphic organizers, outlining).	

R.4 FLUENCY	Date & Initial
4.3.1 Read instructional level narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression. (Rubrics will be developed to measure this consistently.)	

Performance Descriptors

READING – LOW INTERMEDIATE – LEVEL 3
Each IGO must be mastered with a minimum score of 80%.

Vocabulary

R.2.3.1   Use prefixes to determine the meaning of ten unfamiliar words; use suffixes to determine the meaning of ten unfamiliar words; use prefixes, suffixes, and root words to determine the meaning of ten unfamiliar words; use prefixes, suffixes, and root words to determine the antonyms of five unfamiliar words.
(See also R.2.2.5)

R.2.3.2   Use the context of a paragraph to determine the meaning of ten unfamiliar words at this level.
(See also R.2.2.4)

R.2.3.3   Read a minimum of 80% of the sight words from the 300-500 group of most frequently used words.

R.2.3.4   Identify the meaning of ten frequently used synonyms, five antonyms, and five homographs.

Comprehension

R.3.3.1   Identify the main idea and two relevant supporting details of one passage.
(See also WC.2.2.1, WC.2.2.2)

R.3.3.2   Identify cause and effect signal words in ten sentences (e.g., as a result, because, consequently, thus).
(See also WC.5.4.1)

R.3.3.3   Follow the simple written multi-step instructions or diagrams for one task.
(See also WC.2.2.5)

R.3.3.4   Locate pertinent information in one multi-paragraph passage and apply it to answer ten questions.
(See also WC.2.3.6, WC.2.3.7, WC.2.3.8)

R.3.3.5   Locate pertinent information in one print material (e.g., ad, label, pay stub, public sign) and apply it to answer ten questions.

R.3.3.6   Read and interpret simplified policies/procedures (e.g., simple employee handbook, payroll stub, driver's manual) to answer ten questions.
(See also WC.2.5.4)

R.3.3.7   Use comparison and contrast to determine the best purchase of an advertised item. List at least four qualities that compare or contrast, and determine the best buy based on the information.
(See also WC.2.3.4, WC.2.6.3)

R.3.3.8   Answer at least ten questions from information gathered from one simple graphic material such as a chart, picture, map, sign, diagram, table, or graph.
(See also R.3.2.11)

R.3.3.9   Locate information on a given topic in two or more types of reference materials (e.g., dictionary, atlas, encyclopedia, newspaper).
(See also WC.2.6.5, R.2.4.2, R.3.5.2 (Partial)

R.3.3.10 Draw conclusions and make inferences to answer five questions on each of two short passages (such as by identifying correct multiple choice answers or by writing short answers to questions) for a total of ten questions.

R.3.3.11 Look at two different passages and determine the appropriate reading strategies needed to acquire specific information from those passages (rereading, skimming, scanning, etc.).
(See also WC.2.2.2, Advanced R.3.6.9)

R.3.3.12 Identify and apply appropriate strategies to aid comprehension of one short paragraph (e.g., graphic organizers, outlining).
(See also WC.2.5.3)

Fluency

R.4.3.1   Read aloud one passage from an instructional level narrative and/or expository text, with fluency and accuracy, and with appropriate pacing, intonation, and expression. Use the rubric to measure consistently.

Student:	Program:
Instructor:	Date Enrolled:

R.2 VOCABULARY	Date & Initial
2.4.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary using word, sentence, and paragraph clues to determine meaning.	
2.4.2 Use a dictionary to locate the meaning of words used in a statement.	
2.4.3 Identify and interpret basic figurative language (e.g., similes, metaphors, pun, alliteration).	
2.4.4 Identify idioms and their use in passages.	
2.4.5 Recognize and understand clipped and shortened words (e.g., exam – examination).	

R.3 COMPREHENSION	Date & Initial
3.4.1 Read and interpret information in common manuals and legal forms (e.g., driver's manual, rental agreement).	
3.4.2 Read and interpret expository writing on common topics in newspapers, periodicals, and non-technical journals.	
3.4.3 Gather information from at least three reference materials (e.g., tables of contents, magazines, catalogs, Internet) and evaluate which information best serves the student's purpose.	
3.4.4 Identify the implied main idea and supporting details from an instructional-level passage.	

3.4.5 Determine the sequence of events in a written passage.	
3.4.6 Identify cause and effect implied in a paragraph.	
3.4.7 Predict probable outcomes from knowledge of events obtained from a reading selection.	
3.4.8 Determine author's purpose (e.g., to entertain, inform, persuade) from a variety of written pieces (e.g., newspaper article, travel brochure, store catalog, ad).	
3.4.9 Distinguish factual information from opinion or fiction.	
3.4.10 Determine the meaning of persuasive language and propaganda used in functional text (e.g., advertisement).	
3.4.11 Integrate information from texts, charts, and graphs to draw a conclusion based on a given task.	
3.4.12 Use stated and suggested information to infer the meaning of a phrase used in context.	
3.4.13 Identify and use the structural features (e.g., headlines, table of contents, graphics) of newspapers, magazines, and editorials to gain meaning from text.	
3.4.14 Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.	

Performance Descriptors

READING – HIGH INTERMEDIATE – LEVEL 4
Each IGO must be mastered with a minimum score of 80%

Vocabulary

R.2.4.1 Recognize and comprehend the meaning of ten moderately complex occupational, technical, and content-specific vocabulary words using word, sentence, and paragraph clues to determine meaning.
(See also WC.2.5.4)

R.2.4.2 Use a dictionary to locate the meaning of ten words used in a statement.
(See also R.3.3.9)

R.2.4.3 Identify and interpret ten basic figurative language expressions (e.g., similes, metaphors, pun, alliteration).

R.2.4.4 Identify ten idioms and their uses in one short passage.

R.2.4.5 Recognize and understand ten clipped and shortened words (e.g., exam-examination).

Comprehension

R.3.4.1 Read and answer five comprehension questions taken from a common manual or legal form (e.g., driver's manual, rental agreement).
(See also WC.2.5.4)

R.3.4.2 Read and interpret one expository writing on a common topic in a newspaper, periodical, or non-technical journal.
(See also WC.2.4.3, WC.2.5.3, R.3.4.4)

R.3.4.3 From at least three reference materials (e.g., tables of contents, magazines, catalogs, Internet), collect information for one assignment and tell which information best serves the purpose of the assignment.
(See also WC.2.6.5)

R.3.4.4 Identify the implied main idea and at least two supporting details from an instructional level passage.

R.3.4.5 Determine the sequence of events in one written passage.
(See also WC.2.4.8)

R.3.4.6 Identify cause and effect implied in one paragraph.
(See also WC.2.6.3)

R.3.4.7 Predict five or more probable outcomes from a knowledge of events obtained from one reading selection.

R.3.4.8 Determine the author's purpose (e.g., to entertain, inform, persuade) from any two of a variety of written pieces (e.g., newspaper article, travel brochure, store catalog, ad).
(See also WC.2.4.3)

R.3.4.9 Distinguish fact from opinion and fiction in ten or more sentences.
(See also WC.2.4.5, WC.2.4.7)

R.3.4.10 Determine the meaning of persuasive language and propaganda used in one functional text (e.g., advertisement) by identifying ten words and/or phrases as persuasive, emotional, and/or propaganda.
(See also WC.2.4.7)

R.3.4.11 Using at least two sources of information (texts, charts, and/or graphs), draw conclusions for two questions.

R.3.4.12 Use stated and suggested information to infer the meaning of five phrases used in the context of sentences or paragraphs.

R.3.4.13 Identify and use the structural features (e.g., headlines, table of contents, graphics) of newspapers, magazines, and editorials to gain meaning from text necessary to answer ten questions.

R.3.4.14 Use an outline, graphic organizer, logical notes, summary, or report to show the meaning of a non-fictional passage.
(See also WC.2.4.4, R.3.3.12)

Student:	Program:
Instructor:	Date Enrolled:

NOTE: Essential IGOs related to the GED Tests are <u>underlined</u>.

R.2 VOCABULARY	Date & Initial
2.5.1 Demonstrate understanding of specialized vocabulary from student's chosen occupational field (e.g., electronics manual or nursing text).	

R.3 COMPREHENSION	Date & Initial
<u>3.5.1</u> Identify the inferred main idea from a multi-paragraph passage and restate it in your own words.	
3.5.2 Locate information on a research topic from resources such as bibliographies and footnotes.	
3.5.3 Read a technical manual or similar document and explain a sequential process about a complex and unfamiliar work procedure.	
<u>3.5.4</u> Identify the central idea or theme of a literary work (e.g., short story, drama, poetry).	
<u>3.5.5</u> Identify and interpret common figurative language (e.g., simile, metaphor, personification, exaggeration) found in a literary work.	
<u>3.5.6</u> Recognize literary devices (e.g., rhythm, rhyme) used in poetry.	
<u>3.5.7</u> Interpret information in real-life contexts (e.g., medical, occupational, parenting) and apply that information to a new situation.	
3.5.8 Follow directions necessary to perform a moderately complex sequential task, then perform the task (e.g., review directions of a household task, perform the task, and report what happened).	
<u>3.5.9</u> Identify relationships between similar documents (e.g., order form and invoice) and compare information for accuracy.	
<u>3.5.10</u> Determine the writer's point of view based on clues about the writer's background, vocabulary used, or details that point toward the writer's likes or dislikes.	

3.5.11 Recognize differences in structure, content, and tone (feeling that the writer is trying to convey) of various texts (e.g., expository versus persuasion as in job applications, technical manual, almanac, advertisement).	
3.5.12 Identify opinions, propaganda, and bias within written publications (e.g., newspaper, journals, magazines).	
3.5.13 Create an illustration/graphic organizer to demonstrate the importance of, and relationship between, ideas.	
<u>3.5.14</u> Use context clues to establish word meaning, identifying specific words or wordings that are causing comprehension difficulties.	
<u>3.5.15</u> Identify a cause-effect relationship in a written passage by asking why something happened and what its results were.	

ADDITIONAL GED IGOS (not required for completion of FFL)	Date & Initial
GED.5.1 Identify the elements of a plot (beginning-exposition, middle-complications and climax, end-resolution) within a literary work.	
GED.5.2 Predict what a character might say or do based on the character's actions and how he/she reacts to events in a story.	

Performance Descriptors

READING – LOW ADULT SECONDARY – LEVEL 5
Each IGO must be mastered with a minimum score of 80%.

Vocabulary

R.2.5.1 Demonstrate understanding of ten specialized vocabulary words from the student's chosen occupational field (e.g., electronics manual or nursing text).
(See also WC.2.3.1, R.2.4.1)

Comprehension

R.3.5.1 Identify the inferred main idea from one multi-paragraph passage and restate it in student's own words.

R.3.5.2 Locate at least one fact on a research topic from a bibliography or footnote and write the sources for the information and the bibliography (or footnote).
(See also WC.2.6.5, WC.2.6.6, R.3.3.9)

R.3.5.3 Read and explain a sequential process about a complex and unfamiliar work procedure found in a technical manual or similar document.
(See also WC.2.2.5, WC.2.4.2, WC.2.5.4)

R.3.5.4 Identify the central ideas or themes of three literary works (short story, drama, poetry).
(See also WC.2.3.2)

R.3.5.5 Identify and interpret ten examples of common figurative language (e.g., simile, metaphor, personification, exaggeration) in one or more literary works.

R.3.5.6 Recognize five examples of literary devices (rhythm, rhyme) used in a poem.

R.3.5.7 Interpret information in one real-life context (e.g., medical, occupational, parenting) and apply that information to a new situation.

R.3.5.8 Follow directions necessary to perform a moderately complex sequential task with at least five steps, then perform the task (e.g., review directions of a household task, perform the task, and report what happened).

R.3.5.9 Identify five relationships between two similar documents (e.g., order form and invoice) and compare five items for accuracy.
(See also WC.2.3.4)

R.3.5.10 Determine a writer's point of view based on clues about the writer's background, vocabulary used, or details that point toward the writer's likes or dislikes in one or more of the writer's literary pieces.

R.3.5.11 Recognize the differences in structure, content, and/or tone (feeling that the writer is trying to convey) in at least four various texts (e.g., expository versus persuasion as in job applications, technical manual, almanac, advertisement).

R.3.5.12 Identify five opinions, propaganda, and/or biased statements within written publications (e.g., newspaper, journals, magazines).

R.3.5.13 Create an illustration/graphic organizer to demonstrate the importance of and relationship between two or more ideas.
(See also WC.2.5.3)

R.3.5.14 Use context clues to establish ten word meanings in ten sentences, identifying specific words or wordings that are causing comprehension difficulties.

R.3.5.15 Identify a cause-effect relationship in a written passage by asking why something happened and what its results were.

Student:	Program:
Instructor:	Date Enrolled:

NOTE: Essential IGOs related to the GED Tests are underlined.

R.2 VOCABULARY		Date & Initial
2.6.1	Demonstrate understanding of specialized vocabulary from a research periodical.	

R.3 COMPREHENSION		Date & Initial
3.6.1	Follow complex instructions or directions that include conditionals (e.g., if and then statement) and multiple steps.	
3.6.2	Identify directly stated and inferred main ideas based on stated and suggested information.	
3.6.3	Put together clues or details to reach a logical conclusion when facts are not stated directly.	
3.6.4	Draw conclusions substantiated by text (e.g., read two educational catalogs to determine which offers the best program of study for a particular career choice).	
3.6.5	Make generalizations from implicit ideas (e.g., first paragraph of The Declaration of Independence).	
3.6.6	Locate specific information in a text, classifying the information as necessary or unnecessary to understanding the text (e.g., essential facts versus supplementary description, author's biographical background).	
3.6.7	Analyze a character in a fictional passage by identifying the character's appearance, behaviors, actions, and dialogue with other characters.	
3.6.8	Differentiate between fact and opinion in order to make decisions by comparing facts (e.g., consumer magazines, travel brochures, letters to the Editor).	

		Date & Initial
3.6.9	Skim for overall understanding and scan for keywords and ideas (e.g., yellow pages, classified job ads).	
3.6.10	Identify the writer's style (e.g., repetition of a key word, use of a string of opposites) used to convey ideas.	
3.6.11	Determine the tone (feeling that the writer is trying to convey) of real-life writing samples (e.g., brochures, editorials, magazine articles).	
3.6.12	Create graphic organizers to compare and contrast ideas within text.	
3.6.13	Use context clues to establish word meaning, identifying specific words or wordings that are causing comprehension difficulties.	
3.6.14	Summarize the main idea of a passage by answering who, what, when, why, and how questions.	

ADDITIONAL GED IGOS (not required for completion of FFL)		Date & Initial
GED.6.1	Compare and contrast the personalities of two characters in a story.	
GED.6.2	Identify the theme or moral of a short story and a play.	
GED.6.3	Identify a symbol used in a poem to represent a person, place, or thing.	
GED.6.4	Identify phrases or words that the author used to create an image or mental picture in a poem.	
GED.6.5	Determine a character's motivation (the reason a character does or says something) in a play by examining the character's dialogue, actions, and stage directions.	

Performance Descriptors

READING – HIGH ADULT SECONDARY – LEVEL 6
Each IGO must be mastered with a minimum score of 80%

Vocabulary

R.2.6.1   Write the meaning of ten specialized vocabulary words from a research periodical**.**

Comprehension

R.3.6.1   Follow complex instructions or directions that include conditionals (e.g., if and then statement) and multiple steps for one task.
(See also Preliminary WC.2.2.5, Preliminary WC.2.4.2, Preliminary R.3.2.8)

R.3.6.2   Identify directly stated and inferred main ideas based on stated and suggested information in one passage.

R.3.6.3   List clues or details to reach two logical conclusions when facts are not stated directly in passages.

R.3.6.4   Draw conclusions substantiated by text (e.g., read two educational catalogs to determine which offers the best program of study for a particular career choice).
(See also R.3.6.12, Preliminary R.3.2.4)

R.3.6.5   Make five generalizations from implicit ideas (e.g., first paragraph of The Declaration of Independence).

R.3.6.6   Locate specific information in a text, classifying and explaining at least five pieces of information as necessary or unnecessary to the understanding of the text (e.g., essential facts versus supplementary description, author's biographical background).

R.3.6.7   Analyze a character in one fictional passage by identifying the character's appearance, behaviors, actions, and dialogue with other characters.
(See also WC.2.6.1)

R.3.6.8   Using real-life materials (e.g., consumer magazines, travel brochures, letters to the Editor), make a decision by differentiating between the facts and the opinions expressed in the documents. List at least five facts and five opinions found in the documents.
(See also WC.2.6.3, Preliminary R.3.2.3)

R.3.6.9   Skim a passage for overall understanding of a page and scan a page for five key words and ideas (e.g., yellow pages, classified job ads).
(See also Preliminary WC.3.3.11)

R.3.6.10   Identify the writer's style in two short passages (e.g., repetition of a key word, use of a string of opposites) used to convey ideas.

R.3.6.11   Determine the tone (feeling that the writer is trying to convey) of five real-life writing samples (e.g., brochures, editorials, magazines articles).
(See also R.3.5.11)

R.3.6.12   Use an appropriate graphic organizer to compare and contrast ideas within one passage of a text on student's level.
(See also Preliminary WC.2.3.4, WC.2.5.3, WC.2.6.3)

R.3.6.13   Using context clues to identify and establish the word meanings of ten specific words or wordings that are causing comprehension difficulties.
(See also Preliminary R.3.4.12, R.3.5.12)

R.3.6.14   Summarize the main idea of one passage by answering who, what, when, why, and how questions.
(See also Preliminary WC.2.3.1)