

***Educational Service Unit 13 Reading Level Test Goals
(Includes Nebraska Reading Standards, 2002)***

Goal 1: Vocabulary R4.1.1, R4.1.2, R8.1

- a. Infer meaning from root words/structural analysis/word origins
- b. Infer meaning from prefixes and suffixes
- c. Identify synonyms, antonyms, homophones, compounds, possessives, contractions
- d. Use context clues
- e. Decoding

Goal 2: Main Idea R4.1.3, R8.1.1, R12.1.1

- a. Identify main ideas-literal/inferential/interpretative
- b. Identify topics and themes
- c. Locate specific or supporting details
- d. Identify purpose for reading

Goal 3: Research R4.1.4, R8.1.2, R12.1.2

- a. Identify and use reference materials: dictionary, maps/globes/atlas, encyclopedia, thesaurus, periodicals, telephone books, almanac, electronic sources, bibliography
- b. Recognize and use parts of a book: title page, index, glossary, gazetteer, table of contents, headings/subheadings/captions
- c. Application of reference skills: alphabetical order, guide words/entry words, key words, card/electric catalogs
- d. Primary and secondary sources

Goal 4: Types of Text R4.1.5, R8.1.3, R12.1.3

- a. Narrative: story, tall tale, legend, myth, fable, fantasy, science fiction, historical fiction, biography/autobiography, journals/diaries
- b. Expository: informational, news items, directions, technical
- c. Author's purpose: informative, persuasive, entertaining

Goal 5: Elements and Literary Techniques of Fiction R4.1.6, R8.1.4, R12.1.4, R12.1.5

- a. Plot development: beginning/middle/end, rising/falling action, climax/resolution, foreshadowing, flashback
- b. Character development: traits, personification, dialect, colloquialism, stereotype
- c. Setting
- d. Problem/conflict
- e. Theme
- f. Mood/tone
- g. Literal and figurative literary techniques: alliteration, exaggeration/hyperbole, simile, metaphor, onomatopoeia, symbolism, oxymoron, apostrophe

Goal 6: Structures of Non-Fiction R4.1.7, R8.1.5, R12.1.6

- a. Interpreting italic/bold print, captions, charts/graphs/diagrams

- b. Recognize relationships: cause/effect, compare/contrast, fact/opinion, problem/solution
- c. Sequence
- d. Description/main idea/detail

Goal 7: Similarities/differences/analysis R4.1.8, R8.1.6, R8.1.7, R12.1.8

- a. Compare themes
- b. Identify author’s history, attitudes, beliefs, political ideology, philosophical argument
- c. Analyze conclusions from supporting evidence for accuracy or similarities
- d. Analyze information for relevance and accuracy

GOAL CONVERSION CHART

This Goal Conversion Chart is a translation between the goal structure used in the ESU#13 Consortium MAPS tests and the goal structures used in the RIT Reference Chart and the goal structures of the NWEA Learning Continuum. When referring to any of the three of these documents, you use this chart to be able to “crosswalk” between the three documents.

ESU#13 Consortium GOALS Reading	RIT Reference Chart goals Reading	NWEA Learning Continuum Goals Reading
1. Vocabulary	1. Word Recognition, Fluency and Vocabulary	1. Word Analysis and Vocabulary Development
2/ Main Idea	2. Reading Comprehension-Literal	2. Literal Reading Comprehension
3. Research	2. Reading Comprehension-Literal	2. Literal Reading Comprehension
4. Types of Text	5. Literary Response and Analysis	5. Literary Response and Analysis
5. Elements and Literary Techniques	5. Literary Response and Analysis	5. Literary Response and Analysis
6. Structures of Fiction and Non-Fiction	3. Reading Comprehension-Inferential/Interpretive	3. Interpretive Reading Comprehension
7. Similarities/Differences/Analysis	4. Reading Comprehension-Evaluative	4. Evaluative Reading Comprehension