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ABSTRACT

This manual contains supervisor's materials and a tutor's guide to accompany CS 000 427. There are samples of materials that can be duplicated for tutor training and student instruction. Included in this manual are: (1) suggestions for subdivision of pages and adaptation of comprehension questions; (2) lesson sheets and review sheets; (3) record materials which include attendance sheets, daily session sheets, a progress chart, a list of goals, a student information record form, and a sample letter to parents; (4) materials for tutors; (5) training materials such as schedules, an assembly of materials, and a review of procedures; and (6) procedures for tutoring. Appendixes are also included. (WR)

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PRACTICAL PAPER NO. 12

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**REPORT FROM THE PROJECT ON
MOTIVATED LEARNING**



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Practical Paper No. 12
MOTIVATED READING: THE SUPERVISOR'S MANUAL FOR
A TUTORIAL READING PROGRAM

Part 2
Supervisor's Materials and Tutor's Guide

by
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Report from the
Project on Motivated Learning

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Wisconsin Research and Development Center
for Cognitive Learning
University of Wisconsin
Madison, Wisconsin

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Supervisor's Materials

I. Changes for Preparing Materials

Subdivision of Pages

Adaptation of Comprehension Questions

Subdivision of Pages

The following changes involve subdividing pages into paragraph units at the beginning of the first three books. This allows for fewer words to be introduced at one time before oral reading in the book. The changes are to be made by simply writing the paragraph number in the margin wherever a subdivision begins.

Book 1

- page 1
par. 1 begins with Chapter One
par. 2 begins with I give up...
par. 3 begins with I can't...
par. 4 begins with Listen...
par. 5 begins with There are...
par. 6 begins with Well, know...
par. 7 begins with Gabby...
- page 2
par. 1 begins with Now think...
par. 2 begins with I'm thinking...
par. 3 begins with He started...
par. 4 begins with What did...
par. 5 begins with Oh man...
- page 3
par. 1 begins with On your way...
par. 2 begins with Gabby started...
par. 3 begins with He thought...
par. 4 begins with He started...
par. 5 begins with The walk (mid line)...
- page 6
par. 1 begins with The Morgan...
par. 2 begins with Gabby stopped...
par. 3 begins with Gabby started...
par. 4 begins with The name...
- page 7
par. 1 begins with Someone was moving...
par. 2 begins with Gabby heard...
par. 3 begins with Stop it...
par. 4 begins with Be still...
- page 8
par. 1 begins with Now then...
par. 2 begins with She closed...
par. 3 begins with Yes Ma'am...
- page 9
par. 1 begins with It's time...
par. 2 begins with Gabby could...
par. 3 begins with Gabby said...
- page 10
par. 1 begins with He started...
par. 2 begins with Then all...
- page 12
par. 1 begins with Behind the...
par. 2 begins with Gabby looked...
- page 13
par. 1 begins with The garden...
par. 2 begins with At last...
- page 15
par. 1 begins with Oh no...
par. 2 begins with Gabby looked up...

Book 2

- page 1
par. 1 begins with A voice...
par. 2 begins with Bill looked...
par. 3 begins with Gabby said...
- page 2
par. 1 begins with I just...
par. 2 begins with Gabby said...
par. 3 begins with Just then...
- page 4
par. 1 begins with When do...
par. 2 begins with How come...
par. 3 begins with Oh Bill...
- page 5
par. 1 begins with What do...
par. 2 begins with Ha, I'll...
- page 6
par. 1 begins with Oh Ham...
par. 2 begins with Vinny...
- page 7
par. 1 begins with Well this...
par. 2 begins with Well I'll...
- page 9
par. 1 begins with They...
par. 2 begins with The alley...

Book 3

- page 1
par. 1 begins with A stranger...
par. 2 begins with Nothing...
par. 3 begins with Before...
- page 2
par. 1 begins with As Gabby...
par. 2 begins with As Gabby...
- page 3
par. 1 begins with Luck...
par. 2 begins with Good...
- page 4
par. 1 begins with The stranger...
par. 2 begins with Are you...

Note: Wherever any sentence extends from one page onto the next page (in any of the books), the student continues reading until the end of the sentence. The reading material for the next page begins with the first complete sentence.

Adaptation of Comprehension Questions

The following changes are to be written in the books; they include two types:

1. Mark with a check the exercises which are to be answered for each chapter (when more than one exercise appears for a chapter). Throughout the books omit all exercises entitled "To Think About and Talk About."
2. Cross out and write in new directions for some of the exercises. Omit all directions that say "Write the sentence," and change to "Write the letter or word only."

Book 1

Chapter 1

Mark only the exercise titled "The Mystery of the Missing Word."

Chapter 2

Mark only the two exercises titled "Who Did What" and "Why."

Change "Write the sentence on your paper" to read "Write only the letter."

Chapter 3

Mark only the exercise titled "Who Is Who."

Chapter 4

Mark only the exercise titled "Find the Right Word."

Chapter 5

Mark only the exercise titled "Which Is Right,"

Change "write only those sentences that are true" to read "write true or false."

Chapter 6

Mark only the exercise titled "Remember Why."

Chapter 7

Mark only the exercise titled "Tell Who Did It."

Chapter 8

Mark only the exercise titled "Find the Mystery Word."

Chapter 8

Mark only the exercise titled "Which Is Right,"

Change "Write only the sentences" to read "Write true or false for each sentence."

Book 3

Chapter 2

Mark only the exercise titled "Was It, or Wasn't It."

Change "Write only the sentences that are true" to read "Write true or false for each sentence."

Chapter 4

Mark only the exercise titled "Do You Know Why."

Chapter 5

Mark only the exercise titled "True or Not True."

Change directions to read "Write T if true or F if false."

Chapter 8

Change the title from "To Think and Talk About" to "Find the Right Answer."

Add directions to read "Write a short answer for each question."

Omit "Why had they come" from question 1.

Omit "And why" from question 4.

Omit question 7 entirely.

Book 2

Chapter 1

Mark only the exercise titled "Which Is Right,"

Change "Write only those sentences that are true" to read "Write true or false for each sentence."

Chapter 2

Mark only the exercise titled "Find the Mystery Word."

Chapter 3

Mark only the exercise titled "People and Places."

Chapter 4

Mark only the exercise titled "True or Not."

Chapter 6

Mark only the exercise titled "Find the Mystery Word."

Change "Write the sentence" to "Write only the words."

Book 4

Chapter 2

Mark the exercise titled "Was It or Wasn't It."

Change "Write each sentence that does not belong in the story" to read "Write true or false for each answer."

Chapter 4

Mark the exercise titled "True or Not True."

Change directions to read "Arrange the sentences below in the order in which they happened in the chapter." Write letters to show answers.

Change numbers 1 through 6 to letters a through f.

Book 4 (continued)

Chapter 8

Mark only the exercise titled "True or Not True."

Change directions to read "Write T if true and F if false after each."

Book 5 - No changes needed.

Book 6

Chapter 1

Mark only the exercise titled "Was It or Wasn't It."

Change directions to read "Write T if true and F if false for each answer."

Chapter 5

Mark only the exercise titled "True or Not True."

Change directions to read "Write T if true and F if false."

Chapter 7

Mark only the exercise titled "Was It or Wasn't It."

Change "Copy each sentence that belongs in the story" to read "Write T if true and F if false for each sentence."

Chapter 8

Mark only the exercise titled "Who Is Who."

Book 7

Chapter 1

Mark only the exercise titled "True or Not True."

Change directions to read "Write T if true and F if false."

Chapter 4

Mark only the exercise titled "What Really Happened."

Change "Write each sentence that belongs in the story" to read "Write T if true and F if false for each sentence."

Chapter 5

Mark only the exercise titled "Find the Wrong Word."

Chapter 6

Mark only the exercise titled "Choose the Right Answer."

Add letters to answers given. (a through w)
"Write only the letter for each answer."

Chapter 8

Mark only the exercise titled "What Happened First."

Change directions to read "Arrange sentences in the order in which they happened."

"Write only letters to show answers."

Omit "Number your paper from 1 to 12."

Omit questions 1, 3, 5, 7, 11, and 12.

Change numbers to letters for the other sentences; a through f.

Book 8

Chapter 1

Mark only the questions titled "True or Not True."

Change directions to read "Write T if true and F if false."

Chapter 7

Mark the exercise titled "What Happened First."

Change directions to read "Arrange the sentences in the order in which they happened."

"Write letters to show answers."

Omit sentences 2, 4, 5, 7, 9, 11, and 14.

Change numbers for the other sentences to letters: a through g.

Note: Answer keys for these adapted questions appear in the Tutor's Guide.

II. Lesson Materials

Lesson Sheet for Pages; Example
Lesson Sheet for Chapters; Example
Review Sheet
Graph; Example

Lesson Sheet for Pages

Book 4

Student Thomas Hession

Chapter 1

Tutor D. Jenkins

Page	Single Words	Oral Reading						Time in/out	Date	Section	Tokens			Plu.
		1	2	3	4	5	6				B	V	R	
1	care fog happen	OT						1:57	1/19	32	3	5	1	
3	thick grease spectacle lift	OT					+ C				4	1		
3	angry late steak	OT									3	3	1	
4	crew engine lie	OT	OT					2:36			3	1	1	
											(13)	(11)	(3)	
											1	2	5	
											13 + 22 + 15 = 50			
5	pilot house stack sticky	OT						1:54	1/20	33	3	3	1	
6												1	1	
8	catcher load marks rolled	OT	OT				+ V, O +	2:35			4	2		
											(1)	(2)	(2)	
											1	2	5	
											7 + 14 + 10 = 31			

Lesson Sheet for Chapters

Book _____

Student _____

Chapter _____

Tutor _____

Silent Reading

	Time in/out	Date	Session	Token			Points
				B	Y	R	

Questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____

Lesson Sheet for Chapters

Book 4

Student Thomas Harris

Chapter 3

Tutor D. Jenkins

Silent Reading

6 pages

Time in/out Date Session B Y R Points

1:58 1/22 35 6 8

Questions 88%

1. grease +
2. morning +
3. accident +
4. said looked +
5. south +
6. wished +
7. right +
8. fish +
9. what +
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____

	1	8	
	(7)	(8)	
	12	15	
	14 +	40	= 54

Review Sheet

Book _____

Student _____

Tutor _____

Chapter	Review words							Session	Date	Tokens			Percent
		1	2	3	4	5	6			E	Y	R	
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													
26													
27													
28													
29													
30													
31													
32													
33													
34													
35													
36													
37													
38													
39													
40													
41													
42													
43													
44													
45													
46													
47													
48													
49													
50													

Graph

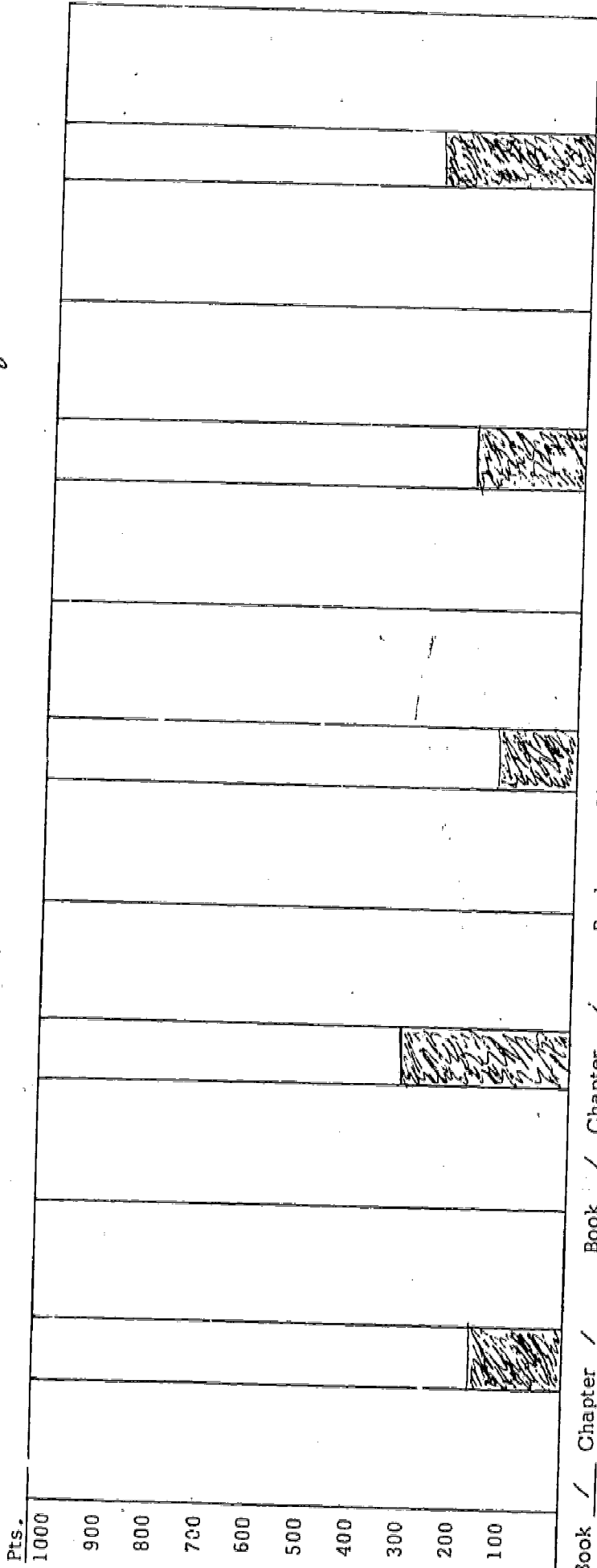
Student _____ Goal _____
 Tutor _____

Pts.																														
1000																														
900																														
800																														
700																														
600																														
500																														
400																														
300																														
200																														
100																														
	Book	Chapter	Session	Date	Blue x 1	Yellow x 2	Red x 3	Session Pts.	Carry-over	Total Pts.	Book	Chapter	Session	Date	Blue x 1	Yellow x 2	Red x 3	Session Pts.	Carry-over	Total Pts.	Book	Chapter	Session	Date	Blue x 1	Yellow x 2	Red x 3	Session Pts.	Carry-over	Total Pts.

Graph

Student Reginald Moss
Tutor Jane Sanderson

Goal High sandwich 300
Big Chef 450



Book	Chapter	Session	Date	Blue x 1	Yellow x 2	Red x 3	Session Pts.	Carry-over	Total Pts.
1	1	9/30	10/1	20	136	12	168	0	168
1	2	10/1	10/3	23	110	6	149	168	317
1	3	10/3	10/6	23	116	0	139	17	156
1	4	10/6	10/7	7	19	0	45	156	201
1	5	10/7	3/Blue x 1	7	19	0	46	201	278
1	5	10/7	23 Yellow x 2	7	19	0	46	201	278
1	5	10/7	0 Red x 3	7	19	0	46	201	278
1	5	10/7	Session Pts.	7	19	0	46	201	278
1	5	10/7	Carry-over	7	19	0	46	201	278
1	5	10/7	Total Pts.	7	19	0	46	201	278

III. Record Materials About Students

Attendance Sheet
Daily Session Sheet
Progress Chart; Example
Directions for Completing Progress Chart
List of Goals
Student Information Record
Sample Letter to Parents

Daily Session Sheet

Student Name	Book			Chap.			Sess.			Points	Sess.
	Book	Chap.	Sess.	Book	Chap.	Sess.	Book	Chap.	Sess.		

Dates

Student Name

Progress Chart

Name	Book 1			Book 2			Book 3			Book 4			Book 5			Book 6			Book 7			Book 8		
	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words

Progress Chart

Name	Book 1			Book 2			Book 3			Book 4			Book 5			Book 6			Book 7			Book 8					
	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words			
Curtis Hayes	87	59	25	87	48	37	100	64	28	100	34	19	88	58	15	100	74	32	80	77	31	93	91	17			
	87	80	14	100	86	3	100	94	7	94	72	16	99	70	16	100	69	11	93	7	28	78	78	8			
	100	69	19	75	87	13	100	60	12	100	70	15	75	2	89	4	90	56	9	100							
	100	68	12	93	3	100	3	88	5	73	87	100		81	3	100											
	100	100	9	90	5	90	70	5	80	93	80	73	82														
	100	51	100	79	67	100	93	60	100	100	89	100															
	100		100	100	89	100	87	89	100																		
	100	100	85	100	100	88	80	83	92	100	100	100	71														
	100	100	13	100	87	19																					
	100	100	6	80	4	9																					
100		100	100	100	4																						
80		73																									
55		70																									
100		80																									
100																											
100																											
100																											
Donna Brooks	77	58	17	59	48	29	86	67	4	79	76	11	58	52	15												
	87	56	28	100	57	11	60	63	18	94	44	5	82	64	11												
	88	70	15	37	59	16	80	60	11	100	67	7	100	59	9												
	100	69	14	86	63	10	71	80	2	75	67	100															
	55	64	10	100	80	20	90	62	13	100	70																
	83	81	5	80	93	9	92	67	71																		
	85	100		80	70	26	92	80	83																		
	100		92	62	24	100	71																				
	88	92	25	100	93	16	71	64	14	86	100	8	65	100	9	100	100	16	100	100	5	100	100	5			
	75	77	7	100	100	2	90	94	100	0	91	77	53	100	100	10	100	100	10								
77	100	11	50	90	32	100	89	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			
90		93	100	75	70	80	87	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			
66		100	75	70	80	87	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			
83		90	57	100	71	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			
85		90	100	90	75	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			
90		91	67	82	83	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			
Ricanna Hardy	88	65	25	100	83	18	94	100	7	100	87	9	85	79	11	100	89	18	100	74	22	87	72	25			
	87	75	6	100	93	13	90	71	22	88	20	4	100	80	9	100	94	15	73	67	12	58	100	13			
	88	69	19	75	100	3	100	74	21	78	100	100	3	78	90	70	14	110									
	90	75	13	93	86	43	7	100	67	88	86	72	7														
	88	71	2	100	85	60	90	93	80																		
	100	100	3	90	92	67	86	87	100																		
	100		100	83	100	83	73	100																			
	100		92	100	94	85	100																				
	66	71	16	57	48	24	71	61	24	86	60	1	65	67	8	94	62	4	60	79	21	53	72	24			
	87	75	21	100	65	18	90	75	2	56	78	8	44	73	17	90	61	2	60	42	7	87	57	6			
66	81	9	50	86	23	70	55	8	89	100	100	3	78	90	70	14	110										
80	70	17	86	92	20	100	63	60	89	57	79	9	61	100	1												
77	56	10	70	75	30	50	87	87	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77			
66	80	4	70	78	33	71	87	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77			
71		100	13	60	58	85	67	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			
80		50	20	88	72	46																					

Directions for Completing Progress Chart

A summary of information on student performance for every book is recorded on the Progress Chart from the following lesson materials:

1. From Lesson Sheets

Comprehension Percentage

To figure the percentage right on questions, the number of correct answers (red tokens) is divided by the total number of questions. There are eight spaces on the chart for recording the scores of the eight chapter quizzes in each book.

2. From Review Sheets

Vocabulary Review Percentage

The delayed retention of learned words is measured by figuring the percentage of words read correctly from the total words listed on the Review Sheet. The number of correct words (yellow tokens) is divided by the total words. Several percentage scores for each book will be recorded in this column.

Learned Words

The Review Sheet also provides the number of unknown words learned during book lessons. The number of learned words is obtained from the total words listed on the Review Sheet minus any words carried over from the previous review lesson. Subtract the number of blue tokens on the previous review from the total words listed for the current review.

List of Goals

Student _____

Tutor _____

Points	Kind of Goal	Date Received	Session	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				

Sample Letter to Parents

(School) _____

(Address) _____

(Date) _____

Dear _____,

We wish to inform you that your child _____ has been chosen to be in a tutoring program in reading. Every day he is taught individually by a tutor who has been carefully trained in reading methods.

The program uses the Morgan Bay Mystery books with lessons that have been prepared in advance for the tutors to present. At the end of each lesson the students earn a number of points for learning new words, reading aloud or silently, and answering questions about the mysteries. These points are collected to earn a prize the students have chosen to work for.

The lessons are given during one school hour by a tutor under the supervision of the reading teacher. The name of your child's tutor is _____.

If you have questions or comments about the reading program, we would be glad to hear from you any time. You may call the school or we would be glad to call you about your child's progress. You are also welcome to visit the reading classes at school. Would you please fill out the form below and have it returned to school.

Sincerely yours,

Please check one of the blanks below:

_____ I would like to talk to you about the reading program and my child's progress.
Please call me at this number: _____.

_____ I would like to visit school and see the program in operation.

Name of child

Parent's signature

IV. Materials for Tutors

Application for Tutor
Interviewing the Applicant
Time Sheet

Application for Tutor

Name _____
 Address _____ Phone _____
 Age _____ Date of Birth _____

EDUCATION	Name of School	Location	Date of completion	
			Month	Year
Jr. High School	_____	_____	_____	_____
Sr. High School	_____	_____	_____	_____
Additional courses	_____	_____	_____	_____

Subject(s) liked best in school _____

Subject(s) liked least in school _____

Do you plan to continue your education? yes no undecided

If yes, what kind of course or school? _____

WORK EXPERIENCE

Name of Employing Firm	Kind of Work You Did	Dates Employed	
		from	to
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Month/Year Month/Year

JOB INTERESTS

What kind of work have you thought of doing for a living? _____

What extra activities have you had in school or community? _____

Please show your reactions to these work activities by choosing one answer. Check under number 1, 2, 3, or 4 in the columns below according to:

1 = like very much 2 = like somewhat 3 = don't like 4 = undecided

1. How do you like working to help other people?
2. How do you like working with others on a team effort?
3. How do you like meeting new people?
4. How do you like working with children, organizing activities?
5. How do you like reading guides and directions?
6. How do you like typing?
7. How do you like keeping detailed records with numbers?
8. How do you like collecting information and filing?

	1	2	3	4

Present date _____ Signature _____

ADDITIONAL INFORMATION FOR HIGH SCHOOL APPLICANTS

Present grade _____ Homeroom _____ Expected date of graduation _____

What class do you now have during the last period? _____

Do you have a daily study hall? _____ What period is it? _____

Do you have more than five periods scheduled for subjects? _____

Do you need all your classes for credits to graduate? _____

Do you have any activities planned for after school? _____

If so, what are they? _____ What days? _____

Do you usually take the bus to school? _____

Would you be willing to take the bus to work each day for this job? _____

Interviewing the Applicant

Possible Questions - to ask during the interview while describing the job and responding to the application

1. Have you ever helped someone with their subjects in school?
2. Do you like to read yourself?
What kinds of books? Magazines? Any books for subject you like?
3. Are there activities in school or out that you especially like to do?
4. Tell about your other jobs. What did you think of this work?
What part of the job did you like best?
5. Do you know some younger students who are behind in reading?
Does working in a program to help such students read better interest you?
6. Are there any particular reasons why you showed interest in applying for this job?

Checklist - impressions about qualities of the applicant after the interview

1 = excellent 2 = good 3 = fair 4 = poor

Literacy

1. Written language on application
2. Use of oral language in expressing ideas

Maturity

1. Tactfulness; courtesy
2. Patience; thoroughness
3. Good grooming

Cooperation

1. Willingness to answer questions
2. Willingness to take the reading test
3. Congeniality; enthusiasm; sense of humor

	1	2	3	4
1. Written language on application				
2. Use of oral language in expressing ideas				
1. Tactfulness; courtesy				
2. Patience; thoroughness				
3. Good grooming				
1. Willingness to answer questions				
2. Willingness to take the reading test				
3. Congeniality; enthusiasm; sense of humor				

Information from Records - after the interview (especially for high school applicants)

Literacy

1. Score on the WRAT Reading Test _____
2. Scholarship: Grade point for past year -- 1st semester _____ 2nd semester _____

Reliability

1. Work record: number of jobs _____ approximate number of hours per week _____
Are weekly hours consistent? _____
2. Attendance in school:
Number of days absent
in past semester or year _____ Number of times tardy _____ Any truancy? _____

Time Sheet

Name _____ Report for the month of _____

<u>Date</u>	<u>Beginning Time</u>	<u>Ending Time</u>	<u>Daily hours</u>	<u>Total for 2 weeks</u>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				

Days extending into next month

1	
2	
3	
4	
5	

Total hours for month _____

V. Training Materials

Training Schedules
Assembly of Tutor and Student Materials
Review of Procedures

Training Schedule
(Daily Activities for Three Weeks)

<u>Day</u>	<u>Day</u>
1 Introduction of personnel and employment procedures Training materials: Schedule; Tutor's Guide Description of program: features, tutor's role Procedures for a Book Lesson—outline	7 Instruction on recording responses Instruction on prompting—situations
2 Materials for the Book Lesson—four kinds Training methods—demonstration; practice <u>Single Word Part</u> Presentation—if words are known	8 Single Word and Oral Reading Parts—review prompting Instructions on prompting—single word situations <u>Silent Reading Part</u>
3 Presentation—if words are unknown Use of record materials Assembly of tutor kit and student folder	9 <u>Comprehension Part</u>
4 Repeated presentation Award of tokens Instruction on prompting—timing	10 Instruction on prompting—Cautions Four parts of the Book Lesson combined— one chapter
5 Instruction on recording responses <u>Oral Reading Part</u> Presentation—if words are known Single Word and Oral Reading Parts combined	11 Procedures for the Vocabulary Review Lesson
6 Presentation—if words are unknown Repeated presentation Instruction on prompting—timing	12 Procedures for the reward system: tokens, graph, goal
	13 Procedures for the sequence of a session Procedures for communication
	14 Location of records and materials Review of procedures: written and practical
	15 Continued review of procedures Procedures for the first day Student assignments

Alternate Training Schedule

(Detailed Daily Activities for Two Weeks)

Day

- 1 Introduction of personnel: tutors, staff
Employment procedures: forms, hours
Plans: Schedule for Training
Introduction of training materials: Tutor's Guide, reading books
Description of program: purpose, features, role of tutors
Outline of procedures for a book lesson
Demonstration of sample lessons: reactions
Assembly of tutor kits

- 2 Background on the program: history, learning principles
Parts of a Book Lesson: procedures for one page
Demonstration of Single Word Part: presentation if words are known
Practice in unison and by individuals in group
Demonstration of Single Word Part: presentation if words are unknown
Practice in pairs within the group

- 3 Review: performance by pairs in groups for unknown words
Instruction on prompting (Section 1 in Guide): demonstration
Practice in separate pairs: assessment of performance
Demonstration of repeated presentation and award of tokens
Practice in pairs within group
Instruction on recording responses (Section 2 in Guide)
Practice in separate pairs for all steps in Single Word Part

- 4 Review: performance by pairs in group of Single Word Part
Demonstration of Oral Reading Part: if words are correct; if incorrect
Practice in pairs within the group
Instruction on prompting (Section 1 in Guide)
Practice in separate pairs
Demonstration of repeated presentation and award of tokens
Practice in pairs within group
Instruction on recording responses (Section 2 of Guide)
Practice in separate pairs for all steps in Oral Reading Part

- 5 Review: performance by pairs in group of Oral Reading Part
Parts of a Book Lesson: procedures for one chapter
Demonstration of Silent Reading Part: presentation and award of tokens
Practice in pairs within group
Demonstration of Comprehension Part: presentation and award of tokens

Day

- Practice in separate pairs for all steps in Silent Reading and Comprehension

- 6 Review: performance by pairs for Single Word and Oral Reading Parts
Vocabulary Review Lesson: procedures for Review Sheet
Instruction for preparation at the end of each session
Demonstration of presentation, award of tokens and follow-up
Practice in separate pairs of all steps in the Review Lesson

- 7 Review: account of tokens from all lesson sheets and review sheets
Reward System: procedures for a graph
Demonstration of daily use of graph: tabulation and conversion of points
Practice in transfer and conversion of daily points from lesson sheets
Demonstration in collecting points over five sessions
Practice in totalling points and completing bar graph
Instruction in choosing goal and giving reward when goal is reached
Practice in separate pairs

- 8 Sequence for a Session: procedures before, during and after
Acting out steps by tutors according to direction from Guide
Location of space for tutorial sessions
Location of records and materials: books, boxes of cards, kits
Preparation of student folders: lesson sheets, review sheets, and graphs

- 9 Communication during the program: procedures to provide information
Student performance: records, notes, conferences, and meetings
Practice in use of records: session and lessons, attendance, goals
Tutor employment: time sheets, phone calls, conferences
Review of procedures
Written test on procedures
Practice on any procedures needing further training

- 10 Review: discussion of responses on the test of procedures
Preparation for the first day: tutors introduce program
Assignment of students: organization of student folders
Final practice on first two parts of book lesson (Chapter 1, Book 1)

Assembly of Tutor and Student Materials

During the training program each tutor is to prepare a kit for carrying the supplies used to conduct lessons and a student folder for accumulated lesson materials. The following contents of kits and folders are listed to guide tutors in making their assembly complete.

Tutor Kit

Container: a large mailing envelope
(e.g., 10" x 13") or a folder that can
be fastened shut

2-3 pencils
1 notepad
paper clips
rubber bands
tokens of three colors (about 70 of each)
separated into three containers
(preferably small boxes)
1 manila folder for Tutor's Guide
(especially the Word Lists and
Answer Keys for Questions)

Student Folder

Container: a large folder
(preferably closed on three sides)

8 lesson sheets for pages and
8 lesson sheets for chapters
arranged alternately for Book 1
16 vocabulary review sheets
(to be supplemented by 16 more
after Book 4 is completed)
1 manila folder to keep together
the vocabulary review sheets and
the word cards for words unknown
16 graphs clipped together
(kept behind manila folder)

Review of Procedures

Name _____

Directions: Check the one way you would respond to each of these situations. Choose what you would do first in response to the situation.

Situation

Response

SINGLE WORD PART

- | | |
|---|--|
| 1. The student makes no response to the word card. | <input type="checkbox"/> a. Wait 1 second and then say the word.
<input type="checkbox"/> b. Wait until the student says he does not know the word.
<input type="checkbox"/> c. Move pencil slowly to the card (after about 3 seconds), then say the word. |
| 2. The student makes an incorrect response. | <input type="checkbox"/> a. Wait 1 second and move pencil to the card.
<input type="checkbox"/> b. Move pencil quickly to the card and wait 1 second.
<input type="checkbox"/> c. Wait 3 seconds and move pencil to the card. |
| 3. The student seems uncertain of the meaning of the word. | <input type="checkbox"/> a. Tell student the meaning of the word.
<input type="checkbox"/> b. Ask student the meaning of the word.
<input type="checkbox"/> c. Ask student to use the word in a sentence. |
| 4. The student does not pronounce word correctly when repeating it after you. | <input type="checkbox"/> a. Have student repeat the word a number of times until said correctly.
<input type="checkbox"/> b. Say the word again and have the student repeat it.
<input type="checkbox"/> c. Say the word again and tell the student what sounds he says wrong. |

ORAL READING PART

- | | |
|--|--|
| 5. The student reads a word incorrectly in a sentence. | <input type="checkbox"/> a. Stop the reading by quickly moving pencil to the word and wait 1 second before saying the word.
<input type="checkbox"/> b. Stop the reading by pointing to the word, say the word, and have the student repeat the sentence.
<input type="checkbox"/> c. Stop the reading by quickly moving pencil to the word and wait 3 seconds before saying the word. |
| 6. The student stops before a word he may not know. | <input type="checkbox"/> a. Move the pencil quickly to the word and wait 1 second before saying the word.
<input type="checkbox"/> b. Move the pencil slowly to the word and wait 1 second before saying word.
<input type="checkbox"/> c. Wait until student makes a guess at the word. |
| 7. The student skips a word. | <input type="checkbox"/> a. Point to the skipped word and wait for the student to say it.
<input type="checkbox"/> b. Point to the skipped word, say the word and have the student repeat it.
<input type="checkbox"/> c. Point to the word before the skipped word, point to the skipped word and have the student say both words. |

8. The student adds a word.

- ___ a. Point to the word before and after the added word and have the student say both words without adding another.
- ___ b. Have the student repeat the sentence and prompt student if he adds the word again.
- ___ c. Tell the student to leave out the added word and continue reading.

SILENT READING PART

9. The student does not seem to be reading all the chapter completely.

- ___ a. Tell the student he has not read the whole chapter so he should do it again.
- ___ b. Ask the student to read the chapter aloud.
- ___ c. Watch the student's eyes for skipping and report incomplete reading in a note to the supervisor.

COMPREHENSION PART

10. The student makes the wrong choice for an answer.

- ___ a. Have the student change his answer to the correct one.
- ___ b. Have the student read the question again and tell him to look for a better answer to write down.
- ___ c. Have the student find the correct answer by looking back in the chapter.

Key to Answers

Note: These are the correct answers; they would be omitted when preparing this quiz for the tutors.

- | | |
|------|-------|
| 1. c | 6. b |
| 2. b | 7. c |
| 3. c | 8. a |
| 4. b | 9. c |
| 5. a | 10. b |

Tutor's Guide

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Description of the Tutorial Program

Features of the Program

This program has two main purposes:

- to increase reading achievement
- to increase effort in learning activities

As a tutor you can help to carry out these purposes for the student assigned to you. To improve your student's achievement you will learn methods that are used in four parts of a reading lesson. First, you will help the student learn the new words that appear in each chapter of a book. Then you will guide the student in reading the chapter aloud or silently. Finally, you will check the student's understanding through questions he answers about the chapter.

To increase the student's effort and interest in reading you will give tokens for learning words and reading pages correctly. The tokens are worth a number of points. For this reading activity the student earns points that will be collected to get a reward. You will not have to urge your student to do better because this interest develops during the program. Effort improves as the student receives the rewards and your approval for good work.

Role of a Tutor

You can contribute to improving a student's reading in two ways:

- carrying out the lesson procedures well
- keeping accurate records on student performance

Your main job is to carry out the tutoring procedures carefully so the student will learn. The best chance for learning depends on your knowing these procedures well and your being present daily so regular instruction continues.

You are also responsible for keeping records on the student's reading performance. An accurate record will show how the student is reading and if any changes are needed for better learning to occur.

Now check yourself on the answers to these questions:

What are the two purposes of the tutorial program?

What are two roles you have as a tutor?

Procedures for Tutoring

Procedures for the Book Lesson—Outline

This outline of procedures will give you a quick look at the steps in the lesson as you watch it being demonstrated. See if you can tell when each of the parts begins and ends—and what the different colors of tokens are for:

Demonstration of Four Parts (Book 1, Chapter 4)

The supervisor acts as tutor with a trainee as student. The acting student is told to make an error in Part A and Part B.

A. Single Word Part (words for p. 27)

1. Presentation: words read aloud and tutor reaction to errors
2. Award of tokens: 1 yellow for each known word
3. Repeated presentation: unknown words repeated until read without help
4. Award of tokens: 1 blue for each learned word

B. Oral Reading Part (Book 1, p. 27 only)

1. Presentation: sentences read aloud and tutor reaction to errors
2. Award of token: 1 red for each correct page
3. Repeated presentation: sentences reread until errors corrected
4. Award of token: 1 yellow for each practice page

C. Silent Reading Part (reading of first page may be followed by trainee skimming through the remaining pages to save time)

1. Presentation: pages read silently and tutor observes

2. Award of tokens: 1 yellow for each page read in chapter

D. Comprehension Part (Book 1, p. 78—Find the right word)

1. Presentation: questions answered and tutor checks with key
2. Award of tokens: 1 red for each right answer
3. Repeated presentation: questions answered incorrectly are reread and answers corrected
4. Award of tokens: 1 yellow for each corrected answer

Note: Parts A & B above are procedures for one page. Parts C & D are procedures for one chapter.

Possible questions

1. What materials were used for the Single Word Part?
2. What materials told you that the Oral Reading Part began?
3. What did the Silent Reading Part cover?
4. Where in the book was the Comprehension Part?
5. What color token did the student get for knowing words?
6. What color token did the student get for learning words?
7. What color token did the student get for correcting a page?
8. What color token did the student get for reading a page silently?
9. What color token did the student get for the right answer?

Materials for the Book Lesson (examples of each shown)

1. Books: The Morgan Bay Mysteries

The eight books in the series have similar characters and settings.

Each book is a little harder and longer than the former book.

The range of reading levels is from 2.3 to 4.0.

The mystery theme provides a mature interest level.

2. Word cards

A box of cards contains the new words for each book.

The cards are divided by the pages (and paragraphs) on which they first appear.

3. Student folder

Each student has a folder containing lesson sheets and graphs.

4. Tutor kit

Each tutor has a kit containing tokens, word lists, answer keys, guide, and other supplies.

Training Methods Demonstration and Practice

Next, each of the Book Lesson parts will be taken separately so you can learn the steps one by one. After the demonstration of a part you have the chance to react to what you have seen and then practice it with a partner. Working in pairs, you will each take turns acting as student and as tutor. When you perform as tutor, it is important that you be on the right side of your partner if you are right-handed. If left-handed, sit on the left side of your partner. It may be necessary to change seats when you switch roles as tutor or student. To start the practice there are page and paragraph numbers given from Book 1. The end of practice is indicated by STOP and an illustration from Book 1. When you come to this picture in the book, it is time to stop. These pages for practice are suggestions based on past training programs. The pages may be changed to meet the needs of the tutors.

Procedures for One Page

A. Single Word Part

1. Presentation

- a. Take the cards for one page from the box and place them in front of the student; use word list to find out which cards are to be presented (or if no cards exist for that page).
- b. Listen as the student tries reading the words aloud.
- c. React to what you hear:

If the word is known (DEMONSTRATION - Page 1, Par. 1 cards)

- (1) Give some praise (ok, fine, good, etc.).
- (2) Turn the card off the top of pack and leave it face down near the pack.

PRACTICE (Page 1, Par. 2 cards)

Tutors together—each turning cards with pencil in hand.

Tutors in pairs—taking turns giving praise and turning.

Suggestions: Place cards right in front of student; stop any attempt of student to turn cards.

If the word is unknown (DEMONSTRATION - Page 1, Par. 3 cards)

- (1) Give a prompt (move pencil to card, say word, have the student repeat word while looking at it).
- (2) Give praise.
- (3) Turn the card over far from the pack.

PRACTICE in pairs (Page 1, Par. 4 cards)

Acting student is told to say all words wrong.

PRACTICE in pairs (Page 1, Par. 5 cards)

Acting student told to say some words right and some words wrong; cards left in two piles face down.

2. Award of tokens (DEMONSTRATION - Page 1, Par. 5 cards)

- a. Count the cards in the nearest pile (known words) and return them to the box. Turn them upward after page number divider (turning them up helps you find the next cards for presentation).
- b. Give 1 yellow token for each of these cards, telling the student how many tokens he is getting for knowing these words.
- c. Have the student arrange the tokens in rows of five each.
- d. Record the number of yellows in the column on the Lesson Sheet (under Y for yellow).

PRACTICE in pairs (Page 1, Par. 5 cards already presented)

Use of record materials. At this point in the practice, Lesson Sheets for Pages are passed out or taken from student folders. Then the number of yellow tokens earned can be recorded in the Y column. Other information is to be written on Lesson Sheets at the start of each day. Whenever Lesson Sheets are used, also record this information:

Student name and tutor name

Book number and chapter number

Page and paragraph number on which session begins

Time in—when student was present for instruction

Date and session number

3. Repeated presentation (DEMONSTRATION - Page 1, Par. 5 cards)

If all words were read correctly, this is skipped; go on to the Oral Reading Part. If some words are unknown, follow the steps below:

- a. Take the farthest pile of cards (unknown words) and write words on Lesson Sheet lines under Single Words. Mark an o in the first square after these words.

- b. Present these words using the same procedures as used for first presentation (praising learned words or prompting words still unknown).
- c. Mark ± in the second square after any words learned and o in the second square after unknown words.
- d. Remove the pile of learned words and continue presenting the unknown words until they are all read aloud without prompting.
- e. Mark ± when the word is learned. The number of o's before the ± shows how many trials a word needed for it to be learned.

4. Award of tokens

- a. Count all cards used in the repeated presentation. Place these cards in the student folder behind any other cards stored for review.
- b. Give 1 blue token for each of these cards, telling the student how many he is getting for learning these words.
- c. Record the number of blues in the column on the Lesson Sheet (under B for blue).

PRACTICE in pairs (Page 1, Par. 6 and 7 cards)
Acting student is told to miss some words on first presentation and to continue to miss words on second presentation.

Instruction on Prompting. (Refer to Special Procedures Section 1 in back of Tutor's Guide, A.1—Timing of prompting.)

PRACTICE Condition 1.a. (Page 2, Par. 1 cards)
Acting student is told to mispronounce some words.

PRACTICE Condition 1.b. in pairs (Page 2, Par. 2 cards)
Acting student is told to say nothing for some words.

After practice, arrange words for each paragraph in alphabetical order and return packs to the box. Use the word list to check that all word cards for Page 1 and 2 are arranged correctly. Continue through training to check order of cards after practice before returning them to the box.

Instruction on Recording Responses (Refer to Special Procedures Section 2 in back of Tutor's Guide, A.2—Single Word Part.)

PRACTICE in pairs (Page 2, Par. 1 and 2 cards from previous practice)
Acting student is told to miss words three or four times.

Read Page 1 for yourself (copies of Book 1 distributed). You will now see how the words are used, and you will see how the book starts.

B. Oral Reading Part

1. Presentation

- a. Open book to the page containing words just learned and point to where reading starts. This may be a paragraph on a page or the top of a page.
- b. Listen to the student reading aloud.
- c. React to what you hear.

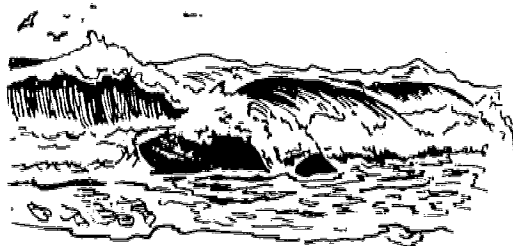
2. Award of tokens

If all words are known (DEMONSTRATION - Page 2, Par. 3)

- a. Give praise.
- b. Give 1 red token telling the student he is receiving it for knowing all the words.
- c. Record this token in column on Lesson Sheet (under R for red).

PRACTICE in pairs (Page 2, Par. 4 and 5)
Acting student is told to read all words correctly.

STOP



If some words are unknown (DEMONSTRATION - Page 3, Par. 1)

- a. Give a prompt (move pencil to word, say the word and have the student repeat the word).
- b. Give praise and have the student continue reading.
- c. Mark each error on the Lesson Sheet (under Oral Reading) by writing the first letter of the word missed.

PRACTICE in pairs (Page 3, Par. 1)
Acting student is told to make only one error.

3. Repeated presentation (DEMONSTRATION - Page 3, Par. 2)

If all words were known on a page, this section is skipped. If some words were unknown, then follow the steps below.

- a. Have the student read the first sentence containing a word missed. Use letter on the Lesson Sheet to help locate the sentence with this word.
- b. If that word or another word is missed again, give a prompt and have the student repeat the same sentence (as many times as needed) until it is read correctly.
- c. Point to the next sentence containing a word missed and have the student read it aloud. If necessary, prompt words and have this sentence repeated.
- d. Continue to have him repeat each sentence containing any missed words until all sentences have been read without prompting.
- e. Give praise for each sentence corrected.

4. Award of tokens

- a. Give 1 yellow token telling the student it is for correcting the sentence(s).
- b. Record yellow token in column on Lesson Sheet (under Y for yellow).
- c. Draw a line across Lesson Sheet to show that the page or paragraph has been completed and to separate token numbers and marks from the records for the next page.

PRACTICE briefly in pairs (Page 3, Par. 2)

Acting student is told to miss two words in paragraph and correct these words when sentences are repeated.

Instruction on Prompting (Refer to Special Procedures, Section 1, B.1. - Timing of prompting.)

PRACTICE Condition 1.a. (Page 3, Par. 3)

Acting student is told to mispronounce several words.

PRACTICE Condition 1.b. (Page 3, Par. 4)

Acting student is told to say nothing for several words.

PRACTICE continued (Page 3, Par. 5)

Acting student is told to make both kinds of errors.

STOP



Instruction on Recording Responses (Refer to Special Procedures, Section 2, B.—Oral Reading Part.)

PRACTICE in pairs (Page 6, Par. 2, 3 and 4)

Acting student is told to miss three or four words the first time and continue to miss some of these words on the second and third presentation.

STOP



Single Word and Oral Reading Parts combined:

Single words are introduced for one paragraph followed by oral reading of that paragraph. Then practice goes on with single words for the next paragraph combined with oral reading of the paragraph.

PRACTICE in pairs (Page 7, Par. 1, 2, 3, and 4)

Each partner as tutor takes two paragraphs. Acting student is told to make some errors on single words, but read paragraphs correctly.

Instruction on Prompting (Single Words in Special Procedures, Section 1, A.2—Situations that may not require prompting.)

PRACTICE Condition 2.a. (Page 8, Par. 1)

Acting student is told to correct himself quickly after mispronunciation.

DEMONSTRATION AND PRACTICE

Condition 2.b. (Page 8, Par. 2)

Acting student is told to repeat a word after the tutor with the wrong pronunciation—possibly showing a speech problem.

DEMONSTRATION AND PRACTICE

Condition 2.c. (Page 8, Par. 3)

Acting student is told to show uncertainty about the meaning of a word.

STOP



Instruction on Prompting (Oral Reading in Special Procedures, Section 1, B.2.—Situations that may not require prompting; Cautions.)

PRACTICE Condition 2.a. (Page 9, Par. 1) Acting student is told to correct himself quickly after mispronunciation.

DEMONSTRATION AND PRACTICE

Condition 2.b. (Page 9, Par. 2)

Acting student is told to skip a word in a sentence.

DEMONSTRATION AND PRACTICE

Condition 2.c. (Page 9, Par. 3)

Acting student is told to add a word to a sentence.

Sequence of Reactions

For the final practice of the Single Word and Oral Reading Parts, each partner concentrates on developing the sequence of three reactions to a student's reading:

1. Give praise
2. Give token
3. Record token

These can be remembered in a triangle of reactions: praising the student, taking tokens

from the box, and recording on the Lesson Sheet. The same pattern of reactions occurs in all four parts of the Book Lesson.

Another pattern of reactions the tutor develops is opening and closing the book between parts of the lesson. After the Oral Reading Part, close the book (and use a bookmark to keep the place). Then the student's attention can be completely on the word cards that are learned before the next page. Opening and closing the book continues for each page (and sometimes paragraph) until the last page has been read aloud. Practice now will help make these reactions almost automatic.

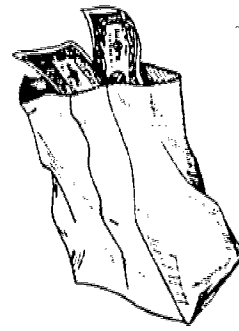
PRACTICE (Page 10, Par. 1, 2)

STOP



After finishing the Oral Reading Part of the last page, you will guide the student to read the chapter silently (following the procedures for one chapter described next). Before going on to the Silent Reading Part, check to see if enough time remains that day to complete it. Then you avoid splitting up the chapter reading between two days. The silent re-reading helps to improve speed and understanding of plot development; this is more easily accomplished at one sitting. It is also preferable to complete the Comprehension Part on the same day as the Silent Reading Part, so the response to questions is based on what has just been read. Thus, a time check after oral reading of the chapter is necessary for deciding if there is time for preferably both procedures covering the chapter—silent reading and comprehension questions. Even if you are not at the end of a chapter, you need to watch the time near the end of a session to decide if procedures for the next page can be completed in the remaining time. It is important to avoid splitting between two days the parts for single words and oral reading of a page. Learning the single words will be strengthened if the student applies reading these words immediately in the sentences of the book. Your awareness of the closing time each day will allow you to stop the session at the two most suitable places—after the Oral Reading Part or Comprehension Part.

Procedures for One Chapter



A. Silent Reading Part

1. Presentation (DEMONSTRATION - Chapter 1)
 - a. Point to the chapter title and ask the student to read and find out something in the chapter suggested by the title.
 - b. Have the student read the whole chapter silently. If necessary, suggest that reading be done with the eyes only rather than by trying to say the words.
 - c. Watch the student while reading for any evidence of eyes skipping over the pages.
2. Award of tokens (DEMONSTRATION continued)
 - a. Give 1 yellow token for each page read if student has read all pages completely. If reading appears incomplete, report it to the supervisor; an adjustment may be needed.
 - b. As tokens are being awarded, you may ask student again the question that started reading of the chapter. Find out first if he thinks the chapter has an answer to the question (in some cases it may not).
 - c. Record the tokens on Lesson Sheet under Y for yellow.

PRACTICE within group
Each tutor is asked to change a chapter title into a question—using the Table of Contents.

PRACTICE in pairs for Silent Reading (Chapter 2, Page 12)
Each tutor does presentation and award of tokens; the partner skims over pages to save time.

STOP

B. Comprehension Part

1. Presentation (DEMONSTRATION - Chapter 1, Page 72)
 - a. Have the student open to exercises for the chapter at the end of book, and point to which exercise(s) is to be answered.
 - b. Read the directions to the student and make sure he knows how to record his answers (use letter, word only, etc.).
 - c. Have student write answers on the Lesson Sheet on lines provided under Comprehension Part. He may not look back in the book for answers.
 - d. Check the answers with answer key (holding key away from student's view). Put a \pm next to each right answer; draw a line through any incorrect answer.
2. Award of tokens
 - a. Give 1 red token for each right answer.
 - b. Tell the student how many reds he gets for knowing the right answers.
 - c. Record the tokens in the column on Lesson Sheet (under R for red).

If all answers are right, go on to the next chapter. If some answers are not right, follow the steps below:
3. Repeated presentation (DEMONSTRATION continued)

- a. For questions answered incorrectly, have the student read each question again, telling him to choose a better answer.
 - b. Have him write each new answer next to the first answer.
 - c. Check the corrected answer(s). If an answer is still incorrect, have the student choose another answer until all answers have been corrected.
4. Award of tokens
- a. Give 1 yellow token for each corrected answer.
 - b. Tell the student how many yellows he gets for correcting the answers.
 - c. Record the number of yellows in the column on the Lesson Sheet (under Y for yellow).

PRACTICE in pairs (Chapter 2 questions - Page 74)
Four parts of the Book Lesson combined for one chapter

This is time for your questions on any part of the Book Lesson. Also, time should be given to Cautions in Section 1 of Special Procedures (if not already discussed).

PRACTICE in pairs separated
(Chapter 3)

Each tutor carries out at least two pages for the Single Word and Oral Reading Parts. The rest of these pages may be skipped to save time for the Silent Reading and Comprehension Parts. Unknown words for the Single Word Part are collected in Vocabulary Review folder for the next part of training.

STOP



Procedures for Vocabulary Review Lesson

The vocabulary review lesson has two purposes: (a) it measures how many words learned in the Single Word Part are still known at a later time, and (b) it also provides relearning of the words no longer known before the student goes on to more difficult material. You will carry on three activities for the review lesson: preparation for the lesson each session, presentation of the lesson after every four chapters, and follow-up after presentation.

A. Preparation

1. At the end of each session, write all words missed on the Review Sheet (left column).
2. Arrange word cards in the same order and place them at the bottom of the cards missed from earlier lessons.
3. Store the pack of cards with the Review Sheet in the student folder.

B. Presentation at the end of the first and fifth chapter

Procedures for this lesson are similar to the Single Word Part, as follows:

1. Present the cards off the top of the pack, separating known words from those that need further repetition.
2. Award 1 yellow token for each known word, and record the number of yellows on the Review Sheet.

3. Mark \pm in the first square on the Review Sheet after these words and return cards to the side of the box (for later filing).
4. Continue the presentation of unknown words until the student can say them without prompting.
5. Each time a word is missed again, mark o in the square across from the word.
6. Mark \pm across from a word when it is read without prompting.
7. Award 1 blue token for each of these learned words, and record the number of blues on the Review Sheet. If time remains in the session, go on with the regular book lesson.

C. Follow-up

1. Record information from the Review Sheet on a Lesson Sheet for Pages (even if no book lesson was presented during session).
2. File the known words in the box of cards according to page number.
3. Record the learned words on a new Review Sheet and place cards for these words back in student folder (for later presentation).
4. File the completed Review Sheet with graph in the folder.

PRACTICE, in pairs, the words collected from Chapter 3.

Procedures for the Reward System

To carry out the program's feature of rewarding students, you need to know the procedures for awarding tokens, changing the tokens to points, and collecting these points on a graph. You will also arrange for obtaining a goal when it is earned.

Awarding Tokens: Summary

You have already practiced awarding tokens for different parts of the lesson. A review of the token colors for each part follows. You will find it helpful to copy this list on a card as a reminder during the first weeks of the program:

- A. Single Word Part
 - 1 yellow for each known word
 - 1 blue for each learned word
- B. Oral Reading Part
 - 1 red for each correct page
 - 1 yellow for each practiced page
- C. Silent Reading Part
 - 1 yellow for each page read

- D. Comprehension Part
 - 1 red for each right answer
 - 1 yellow for each corrected answer

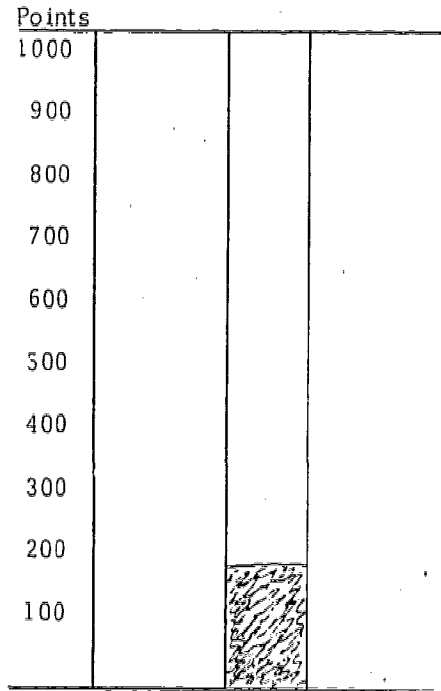
The colors of tokens given to different kinds of reading behavior may be summarized as follows:

- blue (1 point) - learning a word unknown before
- yellow (2 points) - knowing a single word
 - correcting word(s) on a page
 - reading a page silently
 - correcting an answer to a question
- red (3 points) - reading a page correctly aloud
 - answering a question correctly

Points for tokens may be exchanged for some material reward the student has chosen as a goal. This exchange depends on the use of a graph. The procedures for a graph are divided into steps at the end of each session and at the end of every fifth session.

Changing Tokens to Points(end of each session)

1. Add the number of tokens earned on lesson sheet(s). Circle the total for reds, yellows, and blues so these amounts can easily be seen. Multiply the reds by 3, the yellows by 2, and the blues by 1; then add and record sum under Points for the session.
2. Transfer the total number of reds, yellows, and blues for a session to the graph from the Lesson Materials (Section II). Also write in book, chapter session, and date.
3. Again change the tokens to points (multiplying the blues by 1, the yellows by 2, and the reds by 3). Repeating the arithmetic makes possible the correction of any mistakes.
4. Again add the points to obtain a total for session points and tell the student how much he has earned for the day.
5. Carry over the points from the earlier sessions. Add these to the amount for the present session to obtain the total points.
6. Draw a line on the bar graph to show the student the total number of points collected. Have the student shade in the column below this line.



Book 1 Chapter 1
 Session 15
 Date 3/26

3 Blue x 1 3
55 Yellow x 2 110
7 Red x 3 21

Session Pts. 134

Carry-over 50
 Total Pts. 184

See Section II - Example Graph.

Collecting Points (end of every fifth session)

1. Carry over the collected points from five sessions to a new graph. If the new total is above 1000 points, change the points on the left side of graph to start at 1000 and go to 2000.
2. File the completed graph in the folder behind other graphs.

PRACTICE by group (typical points for five to ten days dictated by supervisor, changed and added on graph by tutors)

Goal—arranging to choose and obtain reward

1. On the day the student chooses a goal write the item plus its value on the graph and on the List of Goals.
2. Change the cost of the item to points by adding a zero, e.g., 25¢ is 250 points.

3. On the day the student reaches the goal subtract the points of the goal from the total points. Carry over the remaining points to the next session.
4. Write at the bottom of the graph "goal reached" under the column for that session.
5. Request the supervisor to bring the letter or card redeemable for the item earned; do this a day in advance if possible.
6. Give the card to the student; explain where he should go and emphasize that there is a time limit for obtaining the item.
7. When the goal is reached, record the date and session number on the student's List of Goals. Later, record under Comments when item was obtained. Also report anything unusual about obtaining goal.

PRACTICE by group (using a typical goal—inserted on practice graphs)

Procedures for Sequence of a Session

You will follow certain steps to prepare for a daily session and to complete the session after the student has finished reading. As a review, the sequence of these steps in using materials and records is summarized as follows:

A. Before the session

1. Get four materials needed for instruction: reading book, box of cards, student folder, and your kit.
2. Set out the materials needed for the day. Take from kit: tokens, pencils, and word list. Take from folder: Lesson Sheets and Graph—far from student. Put out box of cards and book near student. Set aside kit and student folder.
3. Fill out the top part of the lesson sheet with name, date, chapter, session number, and starting time. Write in starting page number, if lesson begins on a page.

B. After the session

1. Record finishing time—when the student actually stops reading.
2. Count tokens and check this amount with what is recorded on the Lesson

Sheets. Record tokens and points for the session on the Lesson Sheets and Graph. Let student shade in the bar graph.

3. Write learned words on the Review Sheet and add word cards to those already collected.
4. Write a note if there was any unusual behavior during silent reading or other parts of the lesson.
5. Return Review Sheet, review cards, and Graph to back of the student folder. Return Lesson Sheets to the front of the folder, with uncompleted sheets on top and completed sheets on the bottom.
6. Return tokens and pencils to your kit.
7. Take materials to the storage area cabinet, and file the student folder, tutor kit, book, and box of cards.
8. Record information on the session:
 - a. attendance on Attendance Sheet
 - b. book, points, chapter, and session number on Daily Session Sheet
 - c. any notes filed in a place for the supervisor
 - d. any chosen goals and points on List of Goals

PRACTICE—tutors act out steps in sequence

Procedures for Communication

For the students to make steady progress, regular communication is needed on student performance and tutor attendance. Your verbal or written information helps the supervisor solve learning problems; it also helps a substitute continue instruction in your absence. Group meetings and individual conferences will be held to discuss procedures, problems, and progress. It is also important that you speak with the supervisor directly whenever problems arise. For written communication you are to use the following:

A. Communication regarding students— distribution of record forms

1. Attendance Sheet

A record of attendance shows the pattern of attendance for a student. Each day mark the calendar chart with your initials if the session was held. Marks for missing sessions show whether the tutor or student has been absent.

When a student returns from a period of absence, ask the reason; information on illness, suspension, or truancy may be recorded at the bottom or back of this attendance sheet.

2. Daily Session Sheet

At the end of each day record the points, session, and number of chapters completed. This shows a student's position in the program. It also suggests the pace at which he is moving through the materials. The chapter number is the total number of chapters read; beyond Book 1 this means adding the present chapter to the number of chapters read in the earlier books.

3. List of Goals

You will keep a record of goals to show how many points the student needs for the next reward and when the reward is actually received. Any problems in obtaining rewards are recorded under Comments. This list may also be useful if items need to be ordered in advance.

4. Notes

Writing notes is a quick way to communicate anything unusual about a

session. You will be receiving notes as well as writing them. The following are the kinds of subjects you would write about:

- a. Definite changes in behavior during session
- b. Circumstances that interfere with learning (fire drill; some interruption)
- c. Problems with the materials (incomplete, inaccurate)
- d. Report on reward (problems or reactions to obtaining it)
- e. Questions about procedures—for a later conference

5. Lesson Sheets

Student performance is recorded almost minute by minute on the Lesson Sheets and Review Sheets in the student folder. If kept accurately, those sheets provide all the important information about a student's progress.

6. Progress Chart

This chart is for summarizing three kinds of information from the Lesson Sheets to show performance in each book: percentage scores on comprehension questions, scores on vocabulary review lessons, and the number of new words that were learned. You may be asked to help with this chart; your supervisor will then show you how to figure percentages for questions answered correctly and words known on the vocabulary review lessons. The number of new words are those words on the Review Sheets which were not carried over from earlier lessons.

B. Information about tutor services

1. Time Sheets

You are to write the time when you enter and the finishing time when all records are completed. All dates will have an entry of time or a statement of "absent." This sheet becomes a record of your attendance and job experience.

2. Notice of Absence in Advance

To get a substitute tutor it is very helpful for you to write a note if you

expect to be absent on a certain day. You may also call the school on the absent day if you do not know in advance. Any long-term absence needs to be reported to the supervisor so arrangements can be made for your student to have regular instruction.

Review of Procedures

A. Written review

As a check-up on procedures you have been practicing, you will show how to respond to ten situations likely to happen in the reading lesson. You will have a choice of three responses. Some of these choices are similar, but one is better than the others—or one is the first response you should make to the situation. After choosing answers there will be a discussion of choices for each situation—why one response is better than another, why one response is incorrect, and why another response is not suitable as the first reaction of the tutor.

B. Practice review of the Book Lesson

Each partner conducts a complete session taking the four parts of the Book Lesson and finishing with total points earned on the graph.

PRACTICE Chapter 4 in separated pairs (more chapters if needed)

STOP at the picture of Miss Wellington on the boardwalk, pp. 34-35.

Procedures for the First Day of Student Instruction

Before instruction begins, you will introduce these features of the program to the student:

- Books to be read—mystery theme and title for Book 1
- Earning points for reading—three values of tokens
- Collection of points from day to day—graph
- Exchange of points for a reward—possible kinds

Lesson sheets and word cards are not needed for this introduction. Set the student folder and kit aside at the start of the session. The four materials you need are: (a) Book 1, (b) boxes of tokens, (c) graph, and (d) some sample cards or letters for rewards. To prepare for introducing the program, you will practice describing the program to another tutor. Then for a reminder you may list the topics in the order you will present them to the student.

After you have described the program, you may have a practice run of page 1. Slow movement is important for conducting the procedures carefully and recording the responses accurately. It is important that you also continue slowly for the first four to five days so the student will not earn a great amount of points at the start. If the student earns too many at first, he may become disappointed later by a drop in daily points as he moves into material with fewer words, fewer paragraphs, and thus fewer tokens. The final practice should include Single Word and Oral Reading Parts after an introduction to the tutorial reading program.

PRACTICE in separated pairs (program, listing topics, Page 1)

Special Procedures for the Book Lesson

Section 1: Prompting

This method is the way a student is helped to learn new words. It is important to know exactly when and how to prompt—and how not to prompt. Your tool is a pencil kept some distance from the words. Step-by-step instructions follow for the Single Word and Oral Reading Parts of the book lesson:

A. Single Word Part

1. Timing of prompting (DEMONSTRATION; PRACTICE)

a. When a word is read incorrectly

1. Move a pencil quickly to the card when an incorrect word is heard.
2. Wait 1 second (for chance to correct error) and then say the word.
3. Have the student repeat while looking at the word.
4. Give praise for repeating the word correctly.
5. Turn the card over far from the pack.

b. When a word is given no response or only the first sounds

1. Move pencil slowly to the card (after waiting up to 3 seconds for right response).
2. Wait 1 second and then say the word.
3. Have the student repeat while looking at the word.
4. Give praise for repeating the word correctly.
5. Turn the card over far from the pack.

c. When response to a word is "I don't know"

Move the pencil quickly to the card when the student says he doesn't know. 2, 3, 4, 5 are the same as above.

What is the difference between a and b?

2. Situations that may not require prompting (DEMONSTRATION; PRACTICE)

a. A student corrects himself during the 1-second wait. No prompt is needed. A yellow token is given later.

b. A student repeats word after the tutor with wrong pronunciation:

1. Point to the word again and say it.
2. Have the student repeat the word again.

If the word is pronounced incorrectly the second time, it is probably due to a speech or hearing problem. The student is then asked to use the word in a sentence to find out if he knows its meaning. If the word is used correctly, praise the student and give a yellow token for the word.

If the word is pronounced correctly the second time, then the student has had practice in learning the word. It has then been prompted. Turn the card over far from pack for later repetition. A blue token is given when the word is learned (without prompting) on another presentation.

c. A student pronounces a word correctly but he seems uncertain of the meaning (shown by tone of voice or comments about the word):

Ask the student to use the word in a sentence.

If he uses the word correctly in a meaningful sentence, there is no prompt and a yellow token is given later.

If he is unable to use the word correctly in a sentence or give a synonym for the word, then explain the meaning briefly. Turn the card over far from pack for later repetition of the word. A blue token is given for pronouncing the word correctly on another presentation.

B. Oral Reading Part

1. Timing of prompting

a. When a word is pronounced incor-

rectly in a sentence:

1. Move pencil quickly above the word to stop reading.
2. Wait 1 second (for chance to correct error) and then say the word.
3. Have the student repeat the word.
4. Give praise and write first letter of missed word on the Lesson Sheet.

b. When there is hesitation on a word:

1. Move pencil slowly above the word (using up to 3 seconds).
2. Wait 1 second and then say the word.
3. Have the student repeat the word.
4. Give praise and write first letter of missed word on the Lesson Sheet.

2. Situations that may not require prompting

a. A student corrects himself during the 1-second wait; no prompt is needed.

b. A student skips a word in a sentence:

1. Move pencil to the word right before the skipped word.
2. Have the student repeat this word and point to the skipped word to have him pronounce it.

If the skipped word is read, no prompt is needed.

If the skipped word is not read correctly, prompt the student by saying the word and having him repeat it. Repeated presentation of the sentence is made later.

c. A student adds a word that does not appear in a sentence:

1. Move pencil to the word right before the addition.
2. Have the student repeat this word and point to the next word in the sentence.

If the student then leaves out the added word, no prompt is needed.

If the student says the added word again, prompt the student by saying the word before and the word after the addition and have him repeat these two words. Repeated presentation of the sentence is made later.

Cautions

Typical errors of tutors have produced these cautions for prompting single words; most also apply to the prompting of oral reading.

1. Make sure the student is looking at the word as he repeats its pronunciation. Why? This is the moment of learning, as he connects the sight with the sound of the word. If he looks around the room while repeating, he is not making this connection of sight and sound.

2. Avoid waiting too long before saying the word. Why? This may allow the student to make a number of guesses. It is better to make a short prompt with no chance for guessing than to allow the wrong response for the word card to be made.

3. Avoid giving clues for words the student pauses on. Why? The aim is to know the word instantly. Words on which a student pauses need further practice after prompting.

4. Avoid making extra comments while prompting. Why? This will save time and give the student a chance to concentrate his attention on learning the new word. Some wrong comments would be: *no, that's not right, keep trying, you can do better, or try to sound out the word.* These comments increase the pressure for the student to succeed according to other standards rather than learning at his own speed.

5. Remember to give praise for correct repetition of words. Why? This is the one kind of comment that is suitable in prompting, because it reinforces the learning with approval.

6. Always turn the cards yourself. If you let the student do this, you lose control of timing which is so important to prompt-

ing and pacing a student through the word cards. You may also be rushed and forget to record responses.

Section 2: Recording Responses

One way to evaluate a student's learning is by observing the number of times a word needs to be prompted before the student reads it independently. It is therefore important to show how many times a word has been presented before learning occurs. Following are the specific steps in recording this information on the Lesson Sheets for the Single Word Part and Oral Reading Part:

A. Single Word Part

1. Count the words known on first presentation and award that number of yellow tokens. Then record the number in the column under Y for yellow.
2. Write the words unknown on first presentation on the Lesson Sheet (where there are lines). In the squares after these words mark o to show these words were missed on the first try.

	1	2	3	etc.
call	o	o	r	
seen	o	o	r	
new	o	r		

3. Next present the unknown words again, and mark in the second square(s):

+ for each word learned
o for each word missed

4. Record the same marks after the next presentation in the third square following these words, showing whether they were learned or not.

5. Continue to present unknown words again and mark in the fourth square for the fourth presentation, the fifth square for the fifth presentation, and so on, until all words are learned (read without prompting).

B. Oral Reading Part

1. Each time a word is prompted in a sentence, write the first letter of this word on the Lesson Sheet on the lines under Oral Reading.
2. Write another letter on the same line if a second word is prompted and so on for a third word. The number of letters on this line show how many errors were made on first presentation.
3. If words are missed on second presentation, write the letter for each word on the second line.

Oral Reading	
f	e e
s	e
f	

4. Write letters for words missed on the third presentation on the third line and so on.

For most students there will not be many words missed in oral reading. The letter starting the word will be enough clue to find the sentence that contains this word on the page so it can be repeated. For some students who miss many words on first presentation, write the whole word on the lesson sheet. This will assure that all words are located for the second presentation. These words may also be included on the next vocabulary review lesson.

**Tutor's Guide
Appendices**

Word Lists for Cards
Answer Keys for Questions

Word Lists for Cards

Book 1
289 words

Chapter 1

page 1

par. 1 away
chapter
Fritz
one
runs

par. 2 a
brother
Gabby
get
give
his
I
never
older
said
Summers
surfboard
to
up
will

par. 3 and
any
can't
don't
have
if
job
money
without

par. 4 Bill
listen
no
that's
think
want
way
what
you

par. 5 always
are
but
do
how
oh
right
there

par. 6 eyes
close
know
of
the
well
your

par. 7 as
did
he
told
was

page 2

par. 1 doing
now
on
went

par. 2 all
can
down
I'm
it
see
sitting
with
would
yes

par. 3 at
hand
looking
Morgan Bay
moving
once
opened
paper
saw
started
stopped
through

par. 4 about
board
boy
call
dog
for
say
this

walk

par. 5 easy
it's
just
man
that
why

page 3

par. 1 after
door
him
little
ran

par. 2 along
beach
came
end
last
not
over
sea
street
surf
wall

par. 3 again
had
only
thought

par. 4 been
big
come
houses
they
were
years

par. 5 above
castle
could
dark
empty
fence
high
pointed
roof
shaggy
trees
window

page 6

par. 1 broken
frightening
in
like
made
other
people
some
something
than
them

par. 2 afraid
be
dead
family
long
time

par. 3 before
found

par. 4 almost
name
seemed
Wellington

page 7

par. 1 around
banging
blowing
growl
hear
nose
side
sniffed
someone
wind

par. 2 feel
go
into
more
sound
still
tap
tapping
then

par. 3 an
cane
her

	lady	<u>Chapter 2</u>		hurt	<u>page 39</u>	
	she	<u>page 12</u>		river	<u>page 40</u>	
	stood	par. 1	front	road		help
	voice		garden	who		
par. 4	across	par. 2	climb	<u>page 20</u>	<u>Chapter 6</u>	
	chain		nothing		<u>page 42</u>	
	police	<u>page 13</u>		bet		room
	took	par. 1	another	even	<u>page 43</u>	
<u>page 8</u>			branch	good	<u>page 44</u>	
par. 1	am		left	knew	<u>page 45</u>	
	is		make	we	<u>page 47</u>	
	Lucy		tangle	mystery	<u>page 48</u>	
	ma'am	par. 2	under	better		
	Miss		vines	find	<u>Chapter 7</u>	
par. 2	alone	<u>page 15</u>	caught		<u>page 49</u>	
	behind	par. 1	toward	by	<u>page 50</u>	tire
	day			light		
	here	par. 2		gate	<u>page 51</u>	
	or		bag		<u>page 54</u>	fool
	out		home	<u>Chapter 4</u>		ha
	town		me	<u>page 27</u>	<u>page 56</u>	
	two		mouth	<u>page 28</u>	<u>page 57</u>	
par. 3	from		push	<u>page 29</u>	<u>page 59</u>	
	put		waiting	<u>page 30</u>	<u>page 60</u>	policeman
	when	<u>page 16</u>		<u>page 31</u>	<u>Chapter 8</u>	
<u>page 9</u>			has	<u>page 32</u>	<u>page 61</u>	
par. 1	jump		should	<u>page 33</u>	<u>page 62</u>	
	move	<u>page 17</u>	thing	<u>Chapter 5</u>	<u>page 64</u>	
	so			<u>page 36</u>	<u>page 65</u>	
	us		bills	<u>page 37</u>	<u>page 66</u>	Jackson
par. 2	back		dollars	<u>page 38</u>	<u>page 67</u>	
	let		got		<u>page 70</u>	
	sand		picked			
	take		twenty			
	too	<u>Chapter 3</u>	where			
par. 3	bark	<u>page 18</u>				
	fast		married			
	off		night			
	trouble		Ross			
<u>page 10</u>			sister			
par. 1	falling		Vinny			
	keep	<u>page 19</u>				
	pull		car			
par. 2	gone		died			
	watch					

Note: Words listed for a paragraph are arranged in alphabetical order.

Book 2
107 words

<u>Chapter 1</u>	<u>page 5</u>	<u>page 16</u>	<u>Chapter 5</u>
<u>page 1</u>	par. 1 drive	sell	<u>page 37</u>
par. 1 hot	first	whew	<u>page 38</u>
nodded	fix		hall
our	work	<u>page 17</u>	<u>page 39</u>
step	par. 2 I'll	<u>Chapter 3</u>	<u>page 42</u>
wish	mile	<u>page 18</u>	<u>page 43</u>
young	won't	angel	<u>page 44</u>
par. 2 guess	<u>page 6</u>	marble	bike
head	par. 1 didn't	bump	<u>Chapter 6</u>
Jethro	Ellwood	lock	<u>page 45</u>
live	key		<u>page 46</u>
my	mortuary	cemetery	sign
par. 3 bank	par. 2 hearse	headstones	yup
pass	Mr.	hill	<u>page 48</u>
robbery	<u>page 7</u>	face	<u>page 49</u>
weeks	par. 1 talk	their	<u>page 50</u>
<u>page 2</u>	until		<u>page 51</u>
par. 1 chance	par. 2 alley	foot	rain
leave	show	white	mud
plan	<u>page 9</u>	<u>page 22</u>	<u>page 54</u>
robber	par. 1 arm	<u>page 24</u>	<u>page 55</u>
somebody	suddenly	<u>page 25</u>	Alma
turn	par. 2 hotel	<u>Chapter 4</u>	Jane
wouldn't	Manor	<u>page 27</u>	<u>page 56</u>
par. 2 hide	next	Holladay	<u>Chapter 7</u>
lot	slowly	mysterious	<u>page 57</u>
new	ugly		<u>page 58</u>
place	par. 10 dent	desk	<u>page 59</u>
use	pine	Feathers	<u>page 60</u>
par. 3 Clark	par. 11 kid	Mrs.	<u>page 61</u>
friend	loud	Wilson	<u>Chapter 8</u>
Ham	reach	far	<u>page 64</u>
Hammond	very		<u>page 66</u>
sure	we'll	<u>page 28</u>	<u>page 67</u>
<u>page 4</u>		<u>page 29</u>	<u>page 69</u>
par. 1 hour	<u>Chapter 2</u>	<u>page 30</u>	<u>page 70</u>
laugh	<u>page 12</u>	happy	
Monday	<u>page 13</u>	cover	
par. 2 buy	<u>page 14</u>	dust	
Cadillac		shoot	
dad			
isn't			
surprise			
we're			
par. 3 fellow			
morning			

Book 3
102 words

<u>Chapter 1</u>		smoke	<u>page 21</u>	green
<u>page 1</u>		sorry		necklace
par. 1	landing	tall		party
	members		<u>page 22</u>	<u>page 42</u>
	stranger	fire		<u>page 44</u>
par. 2	bedroom	must		clean
	fishing	tell		
	pole		<u>page 23</u>	
	sleeping	floor		<u>Chapter 6</u>
par. 3	blue	stairs		<u>page 45</u>
	excited	top		<u>page 47</u>
	sparkling			<u>page 48</u>
<u>page 2</u>		<u>Chapter 2</u>		<u>page 50</u>
par. 1	harder	<u>page 9</u>		<u>page 51</u>
	Sweeney	closet		<u>page 52</u>
	tail	fireman		emerald
	wagged	hurry		
	watchdog	ladder	<u>Chapter 4</u>	
par. 2	carried		<u>page 24</u>	
	drop	candle		<u>Chapter 7</u>
	interesting	destroyed		<u>page 53</u>
<u>page 3</u>			<u>page 26</u>	<u>page 55</u>
par. 1	boat	dropped		<u>page 56</u>
	coat	hurried		<u>page 57</u>
	inside		<u>page 27</u>	cookbook
	interest	carrying		<u>page 58</u>
	luck	wagging		<u>page 59</u>
	matchbox		<u>page 28</u>	<u>page 60</u>
	silver	couldn't		<u>page 62</u>
par. 2	dear	midnight		Worth
	enough	strange		<u>page 63</u>
	every		<u>page 29</u>	<u>page 64</u>
	stand	visitor		<u>page 65</u>
<u>page 4</u>			<u>page 30</u>	<u>page 68</u>
par. 1	admiral			<u>page 69</u>
	beautiful		<u>Chapter 5</u>	<u>page 70</u>
	George		<u>page 33</u>	
	Lavendar	<u>Chapter 3</u>		king
	shoes	<u>page 17</u>		<u>Chapter 8</u>
	smile	ballroom		<u>page 63</u>
	tennis	chandelier		<u>page 64</u>
	ragged	such		F.B.I.
par. 2	ask	table		<u>page 65</u>
	stay	those		<u>page 68</u>
<u>page 6</u>			<u>page 37</u>	<u>page 69</u>
everything		full		<u>page 70</u>
hanging		may		
		paint		dress

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82 words

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<u>page 1</u>	<u>page 9</u>	<u>page 27</u>		sun
care	accident	<u>page 28</u>	<u>page 48</u>	
father		<u>page 29</u>		black
fog	<u>page 10</u>			done
four	Marlin		<u>page 50</u>	
happens	<u>page 11</u>	else		
heavy	De Silva	stole		
let's	hair			
mother	radio	remember		
<u>page 2</u>	sing		<u>Chapter 7</u>	
gray	Tony	<u>page 31</u>	<u>page 51</u>	
grease	<u>page 12</u>	<u>page 32</u>	<u>page 52</u>	
jacket	believe	<u>page 33</u>	<u>page 53</u>	
lift	much	<u>page 34</u>	<u>page 56</u>	
thick	<u>page 13</u>		<u>page 57</u>	
<u>page 3</u>	island	<u>page 36</u>	<u>page 58</u>	
angry	part		<u>page 59</u>	
Banshee	tiki			
captain	two-faced	<u>Chapter 5</u>		
clothes	<u>page 14</u>	<u>page 37</u>		cantina
late	might			El Ojo
Steele	<u>page 15</u>			Pescado
<u>page 4</u>	<u>page 18</u>	<u>page 38</u>		San Tomás
crew	<u>page 19</u>		<u>page 60</u>	
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tie	<u>page 20</u>	<u>page 39</u>		
try	vanishes		<u>Chapter 8</u>	
<u>page 5</u>	<u>page 21</u>	<u>page 41</u>	<u>page 61</u>	
change	<u>page 22</u>		<u>page 62</u>	
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pilothouse	nine	<u>page 43</u>	<u>page 64</u>	
shack	south		<u>page 65</u>	
small	Coast Guard		<u>page 68</u>	
sticky	<u>page 23</u>	airport		
<u>page 6</u>	hit-and-run	plane		cabin
deck	life		<u>page 69</u>	
<u>page 8</u>	<u>page 25</u>	<u>Chapter 6</u>	<u>page 70</u>	
Barney	<u>page 26</u>	<u>page 44</u>	<u>page 71</u>	
Cacho	stolen	<u>page 45</u>	<u>page 72</u>	
load	vanished	<u>page 46</u>		
marks				
Max				
rolled				

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95 words

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<u>page 1</u>		camp	<u>page 25</u>		belong
		hundred	<u>page 26</u>	<u>page 49</u>	
		hunted			shadow
		hunter	<u>page 27</u>	headlights	
		sent		<u>page 52</u>	
<u>page 2</u>	<u>Chapter 2</u>			<u>page 53</u>	
	<u>page 14</u>			<u>page 54</u>	
		daughter	<u>page 30</u>		
		Elizabeth	<u>page 31</u>	<u>Chapter 6</u>	
		musical	<u>page 32</u>	<u>page 55</u>	
		piano		<u>page 58</u>	
		protect	<u>page 33</u>	register	
	<u>page 15</u>			Walt	<u>page 59</u>
<u>page 3</u>		check		<u>page 60</u>	
		map		picture	<u>page 61</u>
		mountain		repair	<u>page 64</u>
		Ricardo		Roy	<u>page 65</u>
		Vega	<u>Chapter 4</u>		<u>page 66</u>
<u>page 6</u>	<u>page 16</u>	write	<u>page 34</u>	Aaron	<u>page 67</u>
		anything		<u>page 68</u>	
		gotten	<u>page 35</u>	corner	<u>page 68</u>
		lodge		return	<u>Chapter 7</u>
		manager	<u>page 36</u>		<u>page 69</u>
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<u>page 7</u>		country	<u>page 37</u>		<u>page 73</u>
		doesn't	<u>page 38</u>		<u>page 74</u>
		drove		music	<u>page 75</u>
<u>page 8</u>	<u>page 18</u>	deer	<u>page 39</u>	ghost	<u>page 76</u>
		highway		play	<u>page 77</u>
		there's	<u>page 42</u>	bakery	<u>page 78</u>
<u>page 9</u>	<u>page 19</u>	chair		Fisher	
	<u>page 20</u>		<u>page 43</u>	Trudy	
		cash			
<u>page 12</u>		follow	<u>Chapter 5</u>	<u>Chapter 8</u>	
		gave	<u>page 44</u>	<u>page 79</u>	<u>page 86</u>
	<u>page 21</u>		<u>page 45</u>	<u>page 82</u>	<u>page 87</u>
		pocket	<u>page 46</u>	<u>page 83</u>	<u>page 88</u>
	<u>page 24</u>	suppose	<u>page 47</u>	<u>page 84</u>	<u>page 89</u>
		eat		<u>page 85</u>	<u>page 90</u>
		license		office	
		shop			

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147 words

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<u>page 1</u>		alarm	cook	I've
		block	course	Joanna
		dump	dry	Justin
		really	kitchen	Martineau
		shoot	sharp	monastery
		slam	shot	ruin
		slingshot	shower	son
		stared	wash	stone
		switchblade	wear	
	<u>page 10</u>		<u>page 18</u>	<u>page 30</u>
<u>page 2</u>		brushed	academy	<u>page 31</u>
		careful	figure	<u>page 34</u>
		eyebrow	genius	<u>page 35</u>
		mom	though	Paul
		spent	valley	
			<u>page 19</u>	against
			<u>page 20</u>	breath
	<u>Chapter 2</u>			
	<u>page 11</u>		<u>page 21</u>	<u>Chapter 4</u>
<u>page 3</u>		born	<u>Chapter 3</u>	<u>page 36</u>
		each	<u>page 22</u>	zipper
		finish		<u>page 37</u>
		flyer	<u>page 23</u>	<u>page 38</u>
		Korea		<u>page 39</u>
		search		because
		you're		
	<u>page 12</u>	able	Ballard	
		began	biology	basket
		clear	built	freeze
<u>page 4</u>		forget	Dave	harbor
		near	Manatee	storm
		settled	skin dive	yesterday
		wild		<u>page 42</u>
	<u>page 13</u>		<u>page 26</u>	paved
<u>page 5</u>		dream	half	rest
		explore	monk	sight
		field		trail
		horse		<u>page 43</u>
		kept	cross	court
		tin	Indians	fallen
			many	
<u>page 8</u>	<u>page 16</u>		quite	<u>page 44</u>
		base		<u>page 45</u>
		flight	ago	graveyard
		hope	barn	hood
		Kenneth	contraband	
			fell	<u>Chapter 5</u>
			Frenchman	<u>page 46</u>
			holding	raw

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thunder

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middle

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Book 7
139 words

<u>Chapter 1</u>	<u>page 9</u>	held	cutlass	jewel
<u>page 1</u>		pasture	exclaimed	merchant
fine		sack	large	sailor
I'd		shout	musket	<u>page 31</u>
ranch		Taggart	scream	flight
rise		tools	skeleton	moon
seven	<u>page 10</u>			outside
startled		disappears	age	<u>page 34</u>
<u>page 2</u>		join	cloth	<u>page 35</u>
bright		shoulder	leather	
early		strike	pirate	<u>Chapter 4</u>
shone		whisper	shovel	<u>page 36</u>
we'd	<u>page 11</u>		spot	<u>page 37</u>
we've		gear	treasure	<u>page 38</u>
<u>page 3</u>		hole	wasn't	<u>page 39</u>
driving		killed		<u>page 40</u>
Lon		wreck	loose	<u>page 41</u>
perhaps				<u>page 44</u>
<u>page 4</u>	<u>Chapter 2</u>		beyond	slope
build	<u>page 12</u>	cave	bush	<u>page 40</u>
cliff		ever	hiss	soddies
narrow		himself	ship	<u>page 41</u>
north		story	stretching	soddy
quiet		while	they're	<u>page 44</u>
wheel	<u>page 13</u>		<u>Chapter 3</u>	chest
worry		picnic	<u>page 24</u>	upon
<u>page 5</u>	<u>page 14</u>	below	crept	<u>Chapter 5</u>
brought		fountain	partner	<u>page 45</u>
circle		silence		<u>page 46</u>
hey		square	coast	diary
limped		suggested		<u>page 47</u>
meant	<u>page 15</u>		explain	guard
orchard		edge	hull	<u>page 48</u>
past		entrance	since	attacked
spread		path		Marauder
which		pool	drawing	Plover
<u>page 8</u>	<u>page 18</u>	quarry	Jules	read
agree		safe		<u>page 49</u>
certain		shelf	coin	fill
chicken			French	smallbox
crazy		bones	gold	<u>page 50</u>
cut		buried	grandfather	raft
ground				
leaning				
lucky				
set				

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flares
signals
trap

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burn
hay

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throne

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chapel

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<u>page 1</u>		Tsing	pier
anchor		enchanted	tea
bell		nice	warehouse
buoy			
damp		<u>page 38</u>	
dawn	<u>page 7</u>	dish	<u>page 39</u>
distant		learn	<u>page 40</u>
ring	<u>page 8</u>		<u>page 41</u>
send		capital	hut
sr	<u>page 9</u>	city	
sky		enemy	
slippery		force	
swift		Nham Tian	<u>Chapter 5</u>
switch	<u>Chapter 2</u>	Wat.	<u>page 42</u>
tiny	<u>page 10</u>		<u>page 43</u>
warning		Nha	<u>page 44</u>
		Yenfong	<u>page 45</u>
<u>page 2</u>		either	church
add	<u>page 11</u>	fudge	<u>page 48</u>
danger			<u>page 49</u>
dense		carton	<u>page 50</u>
felt		bundle	Maria
grin		explosive	market
lapping	<u>page 12</u>	stick	<u>page 51</u>
matter		timer	dusty
mystified			fruit
parents	<u>page 13</u>		<u>page 52</u>
pretty		<u>Chapter 4</u>	<u>page 53</u>
sense	<u>page 14</u>	<u>page 31</u>	<u>page 54</u>
		<u>page 32</u>	<u>page 55</u>
<u>page 3</u>		East	page 55
cruise	<u>page 15</u>	village	Tito
dodge		meet	
drift			
grabbed	<u>page 18</u>	<u>page 33</u>	
manage		discover	
shape	<u>page 19</u>	color	
shut			
somehow	<u>page 20</u>		
		<u>page 34</u>	
<u>page 4</u>	<u>Chapter 3</u>	<u>page 35</u>	
crazy	<u>page 21</u>	Lily	
onto		pond	
wat			
widen		queen	
		company	
<u>page 5</u>		fireworks	
lounge			<u>page 56</u>
record			<u>page 57</u>
order			<u>page 58</u>
player			<u>page 59</u>
forward			<u>page 60</u>
gallery			fort

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Answer Keys for Questions

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Chapter 1

1. dog-sitting
2. walk
3. dark
4. castle
5. cane
6. growls
7. Fritz
8. Fritz
9. Fritz

Chapter 5

1. true
2. false
3. false
4. false
5. true
6. true
7. false
8. false
9. false

Chapter 2

1. Fritz
2. Fritz
3. Miss Wellington
4. Gabby
1. (c)
2. (c)
3. (d)
4. (c)

Chapter 6

1. (c)
2. (c)
3. (a)
4. (d)
5. (c)
6. (c)

Chapter 3

1. Vinny
2. Lucy Wellington
3. Lucy Wellington
4. Lucy Wellington
5. Bill
6. Bill
7. Ross Morgan
8. Vinny
9. Bill

Chapter 7

1. Ross Morgan
2. Miss Wellington
3. Ross Morgan
4. Ross Morgan
5. Miss Wellington
6. Ross Morgan
7. Gabby

Chapter 4

1. branches
2. truck
3. garden
4. trees
5. tangled
6. mystery
7. castle
8. sea wall
9. Fritz
10. home

Chapter 8

1. Ross Morgan
2. money
3. basement
4. keep
5. frightening
6. cane
7. Ross
8. family
9. job
10. dog

Book 2 - The Mystery of the Marble Angel

Chapter 1

1. false
2. true
3. false
4. true
5. false
6. false
7. false

Chapter 2

1. money
2. Mr. Ellwood
3. dust
4. money
5. dent
6. home
7. the Summers' house
8. sell
9. trouble
10. hide

Chapter 3

1. Ham
2. Vinny
3. Morgan Bay
4. old Jethro
5. cemetery
6. marble angel
7. cemetery
8. marble angel

Chapter 4

1. false
2. false
3. false
4. false
5. false
6. false
7. true
8. false
9. false
10. false
11. true
12. true
13. false
14. true
15. false

Chapter 5

1. (c)
2. (b)
3. (a)
4. (b)
5. (c)
6. (a)
7. (c)
8. (c)
9. (a)
10. (c)

Chapter 6

1. Holladay
2. steps
3. Mr. A. J. Holladay
4. the cemetery
5. bikes
6. boys
7. frightened
8. Holladays
9. marble
10. money

Chapter 7

1. (c)
2. (c)
3. (a)
4. (c)
5. (c)
6. (b)
7. (c)
8. (b)
9. (a)
10. (c)

Chapter 8

1. false
2. true
3. false
4. true
5. false
6. true
7. false
8. false
9. false
10. false
11. true
12. false

Book 3 - The Mystery of the Midnight Visitor

Chapter 1

1. mysterious
2. sleeping
3. sparkling
4. excited
5. interesting
6. silver box
7. missing
8. tennis
9. Admiral Lavendar
10. surprised
11. friend
12. trouble
13. Morgan Castle
14. in Morgan Castle

Chapter 2

1. false
2. false
3. true
4. false
5. true
6. false
7. false
8. true
9. true
10. false

Chapter 3

1. (c)
2. (c)
3. (c)
4. (b)
5. (a)
6. (c)
7. (c)
8. (b)
9. (a)
10. (c)

Chapter 4

1. (b)
2. (a)
3. (c)
4. (c)
5. (c)
6. (c)
7. (a)

Chapter 5

- | | |
|-------|-------|
| 1. f | 11. f |
| 2. f | 12. f |
| 3. t | 13. f |
| 4. f | 14. f |
| 5. t | 15. t |
| 6. f | 16. t |
| 7. f | 17. f |
| 8. f | 18. f |
| 9. f | 19. f |
| 10. t | 20. t |

Chapter 6

1. excitedly
2. lucky
3. interesting
4. emeralds
5. necklace
6. historical
7. clipping
8. Mrs. Morgan
9. doghouse
10. historical
11. Sweeney
12. ballroom
13. window
14. sleeping

Chapter 7

- | | |
|--------|---------|
| 1. (d) | 7. (d) |
| 2. (d) | 8. (c) |
| 3. (d) | 9. (d) |
| 4. (b) | 10. (b) |
| 5. (d) | 11. (d) |
| 6. (c) | 12. (b) |

Chapter 8

1. F.B.I.
2. to fix the dress
to get a pin
3. the Morgan jewelry
the necklace
the emeralds
4. a lady
5. no pages in it
the pages were out
the pages were gone
6. a paint can
some paint
green paint

Book 4 - The Mystery of the Missing Marlin

Chapter 1

1. fog
2. Gabby
3. hearse
4. grease
5. captain
6. engines
7. Coffee Shack
8. closed
9. fishing boat
10. fog
11. loads
12. Banshee's crew
13. sand
14. marks

Chapter 2

- | | |
|------|-------|
| 1. f | 9. f |
| 2. f | 10. f |
| 3. t | 11. f |
| 4. t | 12. t |
| 5. f | 13. f |
| 6. t | 14. t |
| 7. f | 15. f |
| 8. t | 16. t |

Chapter 3

1. grease
2. morning
3. accident
4. looked
5. south
6. wished
7. night
8. fish
9. what

Chapter 4

1. t
2. f
3. t
4. f
5. f
6. t
7. f
8. f

Chapter 5

1. (c)
2. (a)
3. (d)
4. (c)
5. (b)
6. (d)
7. (a)
8. (d)
9. (b)
10. (d)

Chapter 6

1. (b)
2. (d)
3. (a)
4. (f)
5. (e)
6. (c)

Chapter 7

1. (d)
2. (a)
3. (c)
4. (d)
5. (b)
6. (a)
7. (c)
8. (c)
9. (b)
10. (d)

Chapter 8

1. f
2. f
3. t
4. f
5. f
6. f
7. t
8. f
9. t
10. f
11. f
12. f
13. t
14. f
15. f
16. f
17. f

Book 5 - The Mystery of the Musical Ghost

Chapter 1

1. t
2. f
3. f
4. t
5. t
6. f
7. f
8. f
9. f
10. t
11. f
12. f
13. f
14. f
15. t
16. t
17. f

Chapter 2

1. (b)
2. (c)
3. (c)
4. (a)
5. (d)
6. (a)
7. (d)
8. (b)
9. (d)
10. (c)
11. (a)

Chapter 3

1. (b) & (d)
2. (c)
3. (c)
4. (b)

Chapter 4

1. f
2. t
3. f
4. f
5. t
6. t
7. f
8. t
9. f
10. t
11. f
12. t
13. t
14. f
15. f

Chapter 5

1. sister
2. lodge
3. Germany
4. some shoes
5. sleeping bags
6. manager's office
7. Walt
8. ghost
9. bakery
10. Miss Wellington

Chapter 6

1. (c)
2. (d)
3. (b)
4. (c)
5. (c)
6. (a)
7. (b)

Chapter 7

1. hearse
2. coffee shop
3. Mr. Fisher
4. Elizabeth Wellington
5. Aaron Hand
6. dog
7. Castle Rock
8. country
9. Roy's Shoe Repair
10. shoes
11. face
12. accident

Chapter 8

1. t
2. f
3. f
4. t
5. f
6. t
7. f
8. f
9. f
10. t
11. t
12. f
13. t
14. t
15. f
16. f
17. t
18. f

Book 6 - The Mystery of Monk's Island

Chapter 1

1. f 9. f
2. f 10. t
3. f 11. t
4. f 12. f
5. t 13. f
6. t 14. t
7. f 15. t
8. t 16. f

Chapter 2

1. Dr. Cook
2. Lonnie Martin
3. Mr. Cousins
4. Lonnie Martin
5. Kenneth Martin
6. Kenneth Martin
7. Lonnie Martin
8. Mr. Cousins
9. Kenneth Martin
10. Dr. Cook
11. Mr. Cousins
12. Lonnie Martin
13. Dr. Cook
14. Kenneth Martin
15. Lonnie's mother
16. Bill
17. Vinny
18. Mark Cousins
19. Dr. Cook

Chapter 3

1. (b)
2. (c)
3. (d)
4. (b)
5. (d)
6. (b)
7. (b)
8. (a)
9. (d)

Chapter 4

1. understand
2. monastery
3. ruin
4. beams
5. court
6. puzzle
7. headstone
8. hood
9. an island

Chapter 5

1. f 9. t
2. t 10. f
3. t 11. t
4. f 12. f
5. f 13. t
6. t 14. f
7. f 15. f
8. f

Chapter 6

1. home
2. rowboat
3. a storm
4. boat landing
5. photograph
6. Monk's trail
7. Marks
8. contraband
9. Martineau place
10. old wagon
11. Martineau House
12. they would freeze
13. horse
14. the chair
15. Dave Ballard

Chapter 7

1. f 9. f
2. t 10. f
3. t 11. t
4. f 12. t
5. t 13. t
6. t 14. f
7. f 15. f
8. t

Chapter 8

1. Bill
2. Paul Martineau
3. Paul Martineau
4. Lonnie
5. Paul Martineau
6. Lonnie
7. Dave Ballard
8. Kenneth Martin
9. Paul Martineau
10. Paul Martineau
11. Dave Ballard
12. Dave Ballard
13. Lonnie

Book 7 - The Mystery of the Marauder's Gold

Chapter 1

1. f
2. t
3. f
4. t
5. f

Chapter 2

1. Dave
2. Bill
3. Taggart
4. Vinny
5. Dave
6. Vinny
7. Dave
8. Dave
9. Taggart
10. Dave
11. Vinny
12. Bill
13. Bill
14. skeleton
15. Taggart

Chapter 3

1. treasure
2. pilothouse
3. Paul and Lon
4. Lucky Strike
5. Taggart
6. ship
7. Paul's grandfather
8. the island
9. orchard
10. Lucky Strike

Chapter 4

- | | |
|------|-------|
| 1. f | 8. t |
| 2. f | 9. f |
| 3. t | 10. f |
| 4. f | 11. f |
| 5. t | 12. t |
| 6. f | 13. f |
| 7. t | 14. t |

Chapter 5

1. hulls
2. stone
3. fountain
4. chest
5. disappear
6. diary
7. partner
8. captain
9. deck
10. lantern

Chapter 6

1. E
2. C
3. D
4. G
5. B
6. F
7. A
8. L
9. K
10. M
11. H
12. I
13. J

Chapter 7

1. (c)
2. (d)
3. (c)
4. (c)
5. (b)
6. (c)
7. (b)
8. (e)
9. (d)

Chapter 8

1. D
2. F
3. A
4. E
5. B
6. C

Book 8 - The Mystery of the Mvrmidon's Journey

Chapter 1

1. f 9. f
2. t 10. t
3. f 11. f
4. t 12. f
5. f 13. t
6. f 14. f
7. t 15. t
8. f

Chapter 2

1. (d) 6. (d)
2. (b) 7. (c)
3. (d) 8. (b)
4. (a) 9. (a)
5. (b)

Chapter 3

1. dark
2. the Lily Pond
3. safe
4. shoot
5. the Far East
6. the Nhas
7. America
8. Capt. Yen Fong
9. another boat
10. danger
11. canned food
12. box
13. stick

Chapter 4

1. shoal
2. shot
3. capital
4. gold
5. safe
6. pier
7. Shaw
8. Doctor
9. shoal
10. galley
11. promise
12. island
13. calm
14. mystified
15. Nham Tian
16. star
17. forced
18. lounge

Chapter 5

1. (c)
2. (b)
3. (d)
4. (c)
5. (b)
6. (b)
7. (a)
8. (b)
9. (d)
10. (c)
11. (b)

Chapter 6

1. f
2. t
3. t
4. f
5. f
6. t
7. t
8. f
9. t
10. f
11. t
12. t
13. f
14. t
15. f
16. f
17. f

Chapter 7

1. (c)
2. (g)
3. (a)
4. (e)
5. (f)
6. (b)
7. (d)

Chapter 8

1. Ham
2. Ham
3. Mrs. Nha
4. Tsing
5. Doctor Nha
6. Vicente
7. Ham

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