ABSTRACT

        This handbook is intended to give the working teacher
some background and practical suggestions for helping adults become
effective, independent readers. Chapters One and Two give a brief
overview of adult literacy training and look at some of the basic
human needs of adults who have returned to school. Chapters Three and
Four define the basic reading skills and give examples of activities
for learning these skills, examples for the teacher to build upon.
Chapter Five, on measurement of reading performance, concerns ways to
determine the skills a student has, the skills he needs to learn, and
ways of implementing a diagnostic teaching-learning program. Chapter
Six looks at students as individuals and as group members in order to
help the teacher organize his students for most effective learning.
Chapter Seven concerns evaluation of personal growth, materials, and
the overall program. A list of supplementary reading is provided at
the end of each chapter. A bibliography of materials and resources
concludes the volume. (For related document, see AC 012630.)
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Handbook

for

Teachers of Reading

in

Adult Basic Education

Lora R. Friedman and David W. Knight
Reading Center, Univeristy of Southern Mississippi
In cooperation with
Dr. G. H. Johnston, Superintendent of Education
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HANDBOOK FOR TEACHERS OF READING

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1970

CONTENTS

Introduction

The raison d'etre (or reason for being) of this *Handbook for Teachers of Reading in Adult Basic Education* is to give the working teacher some background and some practical suggestions for helping adults become effective, independent readers.

Chapters One and Two give a brief overview of adult literacy training and look at some of the very basic human needs of those adults who have returned to school, who seek an education through schooling.

Chapters Three and Four define the basic reading skills and examples of activities that will help students to learn these skills. This section is not meant to be a textbook of skills exercises. Teachers are expected to adapt, expand, and create suitable exercises and materials based on students' needs and interests and current events. This section offers examples for the teacher to build upon.

Chapter Five is meant to help the teacher and student find a starting point. What skills does the student have? What skills does he need to learn? How, with this data assembled, do we implement a diagnostic teaching-learning program?

Chapter Six looks at individuals, as individuals, and individuals as group members. It is hoped that this chapter will help the teacher think about and organize his students for most effective learning. Organization does not produce learning, but certain ways of organizing will certainly facilitate learning.

Chapter Seven is concerned with evaluation. How do you evaluate personal growth, materials, the overall program? Any program must look at itself and ask:

What am I trying to do?

How do I know that I have done it?

The Handbook concludes with a bibliography of materials and resources that teachers can, and we hope will, utilize, for their *own* personal growth and that of their students.

The directors of the project of which this Handbook is the outcome wish to express their appreciation to several people without whom this Handbook would not have come to fruition:

To Joe Baddley, Supervisor of Adult Basic Education for The Mississippi State Department of Education, who initiated the project and lent support and guidance throughout;

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And to Judith Bullock, Secretary to the Reading Center Faculty, who contributed to every phase of production and worked and worried with us all.

We thank you.

Lora Friedman
David Knight

Introduction to Second Printing

This second printing incorporates minor revisions in the Bibliography section with particular attention given to materials published since the first printing.

Your attention is directed to a companion volume published since the first printing:

Readings for Teachers of Reading
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An Overview of

Adult Literacy Training

It is becoming difficult, if not impossible, for the non-literate adult to be a contributing and self-supporting, dignified member of our present day society. And yet in the United States today, there are about 24 million adults over 18 years of age who are functionally illiterate; that is, they have less than an eighth grade education. In Mississippi alone, there are in excess of 445,000 people with less than an eighth grade education.

There has been, throughout the 1900's, concern for the literacy of the immigrant—and this in connection with citizenship. Most large cities have classes for the immigrants who wish to learn enough about the English language and American government to become citizens.

The Works Project Administration, a Federal relief program in the 1930's, had an adult education program for illiterates. The program turned to teaching military personnel in the Army camps before it was discontinued.

But except for this program, until World War II when the Federal Government discovered the extent of illiteracy among the armed forces draftees, there was little or no concern for the native illiterate. Even this was a passing concern until the last decade when advances in the Social Sciences highlighted the relationship between illiteracy and poverty. Then the Federal government became actively involved giving status and financial support to adult basic education programs.

The Federal government enacted the following legislation:

1. *The Manpower Development Training Act of 1962* granted funds to schools and industries that established training programs which would enable adults to qualify for specified jobs. Of necessity, these programs included literacy training.

2. *The Economic Opportunity Act of 1964, Title II — A, B* allotted money for state programs aimed at helping adults acquire skills in reading, writing, and mathematics through the eighth grade level. It provided also for the establishment of the Job Corps.

3. *The Adult Education Act of 1966* provided for the Office of Education to assume the administration of the Economic Opportunity Act of 1964, funded teacher training programs, and established an Adult Education Branch of the United States Office of Education.

This legislation has stimulated local programs:

1. *The National Educational Associates for Research and Development (NEARAD)*, Fort Lauderdale, Florida — Provided for individualized instruction in the basic skills for adult migrants.

2. *North Carolina State University* — Applied programmed instruction and computer assisted instruction to adult basic education at their adult learning center.

3. *Project CABEL* in Virginia — Established a demonstration center of programmed materials for teaching non-English speaking adults.

4. *The Southwestern Cooperative Education Laboratory* in Albuquerque, New Mexico — Used television for adult basic education with migrants.

5. *The United Planning Organization* in Washington — Enlisted the cooperation of the Department of Defense, Civil Service Commission, and the Office of Education in providing enrollees of the Neighborhood Youth Corps with on-the-job training.

6. *The Head Start Parents Project* in New York — Provided basic education for parents while their children attended Head Start classes.

Some programs that aimed at developing reading are:

1. *The Job Corps Reading Program* developed by a task force, headed by Douglas Parker of Harvard University, attempts to individualize instruction using a diagnostic approach to reading and individualized, programmed, and library materials.

2. *New York State Learning Laboratory Centers* in Albany, Syracuse, and White Plains, utilize a multi-media approach to the teaching of reading. A variety of reading media and materials, flexible scheduling, and individual counseling are made available to the adult learning.

3. *Operation Alphabet* developed by the Philadelphia, Pennsylvania public schools and distributed nationally by the National Association of Public School Adult Education attempted to use television as its medium and made no provision for individual differences.

The Mississippi State Department of Education, under the Adult Education Act of 1966 (P.L.—89—750, Title III) and the Mississippi State Plan of 1967 (Section 16), was empowered to undertake a programs of Adult Basic Education.

According to a survey made by the Mississippi State Department of Education in 1969, there are over 20,000 students and more than 300 teachers enrolled in the Adult Basic Education program. The number of students and teachers involved in the program is increasing. The amount and kinds of materials used in the program have broadened.

The success of a program of adult education is the instrumental value it affords its students; that is, will participation in the program enable the adult to function more effectively, and with greater dignity, in his everyday inter-

action with himself and society? A program that will help the adult to find and maintain his self, his home, his job, fulfills such a need. But only through the command of reading can the adult acquire the concepts of personal and family health, government, economics, and culture.

SUPPLEMENTARY READING

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Nunney, Dereh N. "Survey of Present Programs," in *Strategies For Adult Basic Education*. No. 11: *Perspectives in Reading*. Edited by Joseph A. Mangano. Newark, Delaware: International Reading Association, 1969, pp. 3-7.

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Social and Psychological Bases

of Adult Basic Education

Society itself, and individuals within the society are coming to believe the late President Kennedy's statement, "No task before our nation is more important than expanding and improving the educational opportunities of all of our people. . . . For education is both the foundation and unifying force of our democratic way of life—it is the mainspring of our economic and social program—it is the highest expression of achievement in our society, ennobling and enriching human life. In short, it is at the same time the most-profitable investment society can make and the richest reward it can confer."

Newspapers, magazines, television, social agencies, and other media have made under-educated adults powerfully and painfully aware of those elements in our society that make for the good life. We promise them (though sometimes we exaggerate) that the good things in life, work and love, basically, will be available to them if they become literate. And so, many are making the effort, as adults, to become literate.

Literacy is, at its least, synonymous with ability to read. And the many adults who have not learned to read or have not learned to read adequately, either because effective reading instruction was not available at the time or because they could not take advantage of the reading instruction offered, have returned to school to become literate, to learn how to read.

Let us look at the adult student. He is somewhat different from the children we ordinarily are accustomed to working with:

1. He is here in school because he wants to be here. No one says he MUST go to school. He is not attending to avoid work or responsibility, but is attending in addition to his normal workload and responsibilities. . . and he may be tired when he gets to school.

2. He brings with him many experiences from his daily living, from his interaction with people and things. These experiences may be both positive and negative. But, paradoxical as it may seem, he also brings with him, frequently, limited experiences, because his active environment has been limited. His inability to read adequately has cut him off from many stimuli and many experiences that would contribute to his knowledgeability.

3. Although the adults that attend the reading classes are intrinsically motivated, they can become discouraged easily if they do not experience immediate understanding and success. One failure, seemingly insignificant to the teacher, can be reason for the student's dropping out.

4. The adult must be made to feel able, that he has the ability—and he has. If you don't believe it, don't work with him! He must be encouraged to value himself as a person, a worthwhile person. He must develop a concept of himself as able, or enhance his concept of himself as able. The concept of I AM and I CAN—as opposed to I AM NOT and I CANNOT—is essential in the learning process.

5. Adult students are mature. One does not have to be concerned with discipline and classroom control. Adults can be friendly, informal, *and* task-oriented.

6. Adults are more easily distracted by physical disabilities (poor sight, hearing) and physical discomforts (uncomfortable funiture, poor lighting).

7. Adults are social beings, and friendships, as well as academic interests, keep them working.

Learning is a function of the individual's goals and values.

Why is the student attending?

What is his motivation?

Interviews with students in reading classes in adult basic education brought the following kinds of responses to the questions, "What do you want to learn to read? Why do you want to learn to read?"

There were several things they mentioned—and most were mentioned in terms of function. They wanted to learn to read:

1. . . .well enough to help their children with their school work;

2. . . .the Bible; to teach Sunday school;

3. . . .about the world, what is available, what is going on, and do something about it, like vote intelligently for people who will represent their interests;

4. . . .for their job: so they an get a better job, or more pay at their present job, or just more respect at their present job;

5. . . .for their own personal adequacy—to read a pattern and so sew better; to be able to shop more wisely;

6. . . .to enable them to pick up a letter, or anything, anywhere, and be able to read it;

7. . . .because they always wanted to, but it was not available when they were children: too far from school, too many other responsibilities.

What are the implications for us as teachers?

1. We must recognize the strengths and weaknesses of the people with whom we are working, and remember, above all, that they are individuals—feeling individuals, adult individuals.

2. We must do those things which will lead to immediate success for them and make their goals attainable. The teacher facilitates learning.

3. We must provide materials that will help them to read what they say they want to read. Our emphasis must be on people...and process only in relation to people.

4. We must realize that people are sensitive; be encouraging in our interaction with them; provide them with tasks in which they can be successful. Nothing succeeds like success, and we must boost their self-confidence, their feelings of ableness. Highlight the growth they make. Do not compare them—or let them compare themselves—with others, but rather with themselves. Say nice things about them to them.

5. Be optimistic. Remember that learning takes time. Be patient. Encourage the adult to be patient.

6. Review. Don't test, but review. Say: "Let's remember together." That's really what you mean, isn't it?

7. Have a sense of humor. Do not be sarcastic.

8. Be creative. Try to present things in an interesting way.

9. Provide meaningful experiences. How can we use matter we learn? Learning cannot occur without opportunity for experiences. Just activity does not constitute experience. Experience is making connections—making connections with consequences or utility. Organize your class for utilitarian experiences.

10. Be flexible. Remember you are working with people. In an effort to cover work, sometimes that is exactly what we do: we cover it rather than uncover it.

11. Provide an informal atmosphere where people feel free to ask questions and to interact, not only with the teacher, but also with each other.

12. Encourage working groups—class members stay if their friends stay. And if they have friends in class, they will stay.

There is a need for a *high* degree of literacy today to be able to analyze complex issues and to know what impinges on one's self. If we really wish for people to meet the challenges and debate the issues of our changing world, we must help them master the skill of reading, for intelligent reading in the data gathering process promotes intelligent decision making.

2. Have students select the topic sentence or the sentences which best summarize the main idea of a paragraph.
3. Have students select from a number of choices the title that best fits the paragraph.
4. After the student reads an incomplete paragraph, have him select the word or phrase that completes the paragraph correctly.
   Examples:
   (1) The man took his boat out on the lake. Black clouds came up in the sky, so he had to hurry home before the
       (a) lake dried up.
       (b) sun came out.
       (c) rain came.
   (2) The boxer lay on the floor of the ring while the referee counted to ten. His fans' were disappointed. Now he would no longer be
       (a) champion.
       (b) out.
       (c) alive.
       (d) tired.

Comprehending Larger Units

To grasp the organization of an article, story, or chapter, the reader must understand the relation between the theme or purpose presented in the introductory paragraphs and the role of the succeeding supporting paragraphs. The reader must possess this ability in order to handle satisfactorily the specialized applications of the basic study abilities.

Activities for Comprehending Larger Units

1. While reading a short article, have the student write a summary sentence for each paragraph. Combine these to make a summary of the entire article.
2. Have the student read an article and make up a title for it.
3. Have the student illustrate the main idea of a story by drawing an appropriate picture.
4. After reading a story have the student discuss the organization of the story.
   (1) The main idea comes first and is supported by facts.
   (2) The small details lead up to a main idea.
5. Make a cooperative outline of a story. List subtitles to aid the student.

Three areas of reading comprehension are:

> Literal Comprehension
> Interpretation
> Critical Reading

What is comprehension? It is—

Knowing how many men are on a football team? (Literal Comprehension)

Deciding which trade made by the New Orleans' Saints was best, or whether a good player on another team will be able to play equally as well as a member of the Saint's team? (Interpretation)

Figuring out whether the comments made in a recent sports magazine concerning athletes' gambling activities were based on facts or opinions. (Critical Reading)

To read intelligently, the reader must be able to comprehend what is read at the literal, interpretive, and critical levels of comprehension.

The teacher's responsibility is to provide opportunities for students to develop comprehension skills in all three of these areas. Questioning is the teacher's most important tool for guiding students to obtain meaning. This questioning can be used as a prereading activity to develop interest and background for thoughtful reading as guides to thoughtful silent reading, and as followup questions in postreading activities.

Literal Comprehension

Literal comprehension, or receptive comprehension, is the process of getting obvious and direct meanings from symbols as they appear on the printed page. Literal comprehension is gathering the "face" meaning, or the author's surface meaning.

Questions which promote literal comprehension are used more frequently than other types of questions. Teachers usually ask too many questions requiring literal comprehension, at the expense of questions requiring higher thinking skills. Most standardized reading tests test this type comprehension.

Literal comprehension questions usually ask *who, what,* or *where.*

Literal Comprehension Activities

1. Using a grocery advertisement, have the students answer the following questions:
   1. How many kinds of roasts are there?
   2. Which roast is juicy?
   3. List the roasts in order of price.
2. Have students read an article from the newspaper announcing a T.V. "special" to find answers to these questions:
   1. What is the name of the "special"?
   2. Who are the stars featured in the "special"?
   3. On what day will the "special" be presented?
   4. What time of day will it be shown?
3. Pictures can be drawn depicting the setting of a story.

4. Use various questioning techniques.
   Factual question: Who won the Olympics?
   True-false statement: Bronze medals are given to first place winners.
   Multiple choice sentence: The cross-country run was won by (Russia, U.S., France).
   Completion statement: The host country for the Olympics was _____ .

Interpretation

Interpretation or reflective comprehension represents a level of understanding of meanings which includes the literal comprehension level but advances beyond this level in its involvement of numerous thinking skills. In interpretation the reader reads between the lines or combines several sentences, making inferences, drawing conclusions, arriving at generalizations, or perhaps experiencing emotional reactions.

Interpretation can be stimulated through open questions.

Examples of Interpretation Questions

1. Do you think the things mentioned in this story really happened? Why?
2. What qualities did Ted have that made him a good sportsman?
3. Compare the two cities. In which city would you prefer to live? Why?
4. What is the significance of the title of this story?
5. What did Mrs. Jones mean when she said, "A stitch in time saves nine"?
6. What would you like to know about the controversial movie that this reviewer did not mention?

Critical Reading

Critical reading, the highest level of mental activity in understanding meanings, is at the top of the reading-for-meaning hierarchy. Critical reading includes literal comprehension and interpretation, but goes farther in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy, and the truthfulness of what is read. Critical reading involves critical thinking.

Although critical reading is at the top of the reading hierarchy, students should be required to read critically from the beginning of their instruction.

Critical Reading Activities

1. Have students bring newspapers from different publishers to compare several reports of the same event.

2. Have students classify statements as fact, opinion, or both (fact and opinion).

Examples:
1. Our language is harder to learn than any other.
2. What a spoiled family moved into the house next door.
3. There are fewer hours of light in winter than in summer.

3. Find differing views on a subject and discuss which are most valid and why.

4. Invite students to bring in articles from various columnists, and discuss each one in terms of personal opinion versus facts, biases, radical ideas, and attempts at sensationalism.

5. Look critically at cartoons to see what is taking place to made the cartoon portray humor, satire, etc.

Study Skills

The development of effective study skills is still another facet in the development of comprehension. In the broad sense, study proficiency involves not only overall habits and attitudes, but also specific techniques which make learning and information-getting more efficient. It is the latter phase that we will be concerned with in this section.

Study skill development can be taught once the basic decoding skills have been established by the student. Along with the tasks of learning to read, the process of reading to learn, is developing. How to most efficiently use material will necessarily need emphasis.

The basic study skills develop the ability to do the following:
1. Use the dictionary
2. Use a table of contents
3. Use an index
4. Read a map, chart, etc.
5. Use reference materials such as the encylopedia, and almanac
6. Use the library
7. Locate information
8. Outline
9. Take notes

Some activities that will help develop these skills are to have the students do the following:
1. Make up their own personal name-address-telephone book.
2. Look up information they need in the telephone book. Use both the name listing and the yellow pages. Use the guide words at the top.
   (a) Call a friend
   (b) Call a theatre for their schedule
   (c) Call the Post Office for a zip code

3. Read a store catalog.
   (a) Look up a needed item in the index
   (b) Find out the price, available colors, etc.
   (c) Read the chart that tells the price of mailing
   (d) Read the directions for ordering
   (e) Compare to items in other stores
4. Read bus schedules, ballgame schedules, television guides.
5. Read the newspaper.
   Find out:
   (a) What's playing in the movies
   (b) What's on television
   (c) The price of butter, here and there
   (d) The price of a muffler, here and there
   (e) Who won last night's game
   (f) The weather today, yesterday, tomorrow
   (g) What jobs are available
   (h) What's going on in the world
   (i) What's in the Table of Contents
6. Read the Drivers Manual.
   (a) Find out what you need to be able to do to get a driver's license
   (b) What the traffic signs say and mean
   (c) What the traffic laws are
7. Read a map of the city, state, country.
   Find out:
   (a) Where you live
   (b) Where Uncle Joe and Aunt Mary live
   (c) Where "the action" is
8. In reading, underline topic sentences, underline key words, compare a story reported in one place with the same story reported in another place.
9. Read magazines.
   Find out:
   (a) Where the article you are looking for is, by using the Table of Contents
   (b) How-to-do-it
   (c) How others do it
10. Read a mechanic's manual. Do it!
11. Read a pattern. Do it!
12. Read a recipe. Do it!
13. Read or listen to a story. Give it a title.
14. View a filmstrip or listen to a record. Make notes. Write a brief outline of what it is about.

15. Tell someone in writing how to do something.
16. Tell someone how to do something. Have him write down the directions and tell somebody else.
17. Visit the library.
   (a) Browse
   (b) Look for some specific things

Summary

. Just as word recognition skills should be taught, wherever possible, in the form in which they will be used, so should comprehension and study skills. Development of comprehension—in depth—is the ultimate aim, and the touchstone for success, of any reading program.

SUPPLEMENTARY READING

Sanders, Norris N. *Classroom Questions: What Kinds?* New York: Harper and Row, 1966.

Sebasta, Sam Leaton. "How to Wash An Elephant," *The Instructor*, Vol. 78, No. 4 (December 1968), pp. 56-62.

Smith, Nila Banton. *Reading Instruction For Today's Children.* Part 6. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1963.

Spache, George B. and Spache, Evelyn B., *Reading in the Elementary School,* Second edition, Ch. 14. Boston: Allyn and Bacon, 1969.

Measurement of
Reading Performance

The complexity of the reading process combined with the complexity of human behavior defy the precise, concrete measurement results we would like as a basis for teaching. However, measurement of reading performance is necessary. The following quote from Marjorie Seddon Johnson (9) summarizes the significance of measurement and evaluation in any instructional program:

> No instructional program can be any better than the teacher's knowledge of the children for whom it is planned. If they are known only superficially, the instructional program will-be superficial at best, total; inappropriate at the worst. In order to plan effectively, the teacher must first determine achievement levels, then specific strengths and weaknesses of each child. Evaluation must not stop at any point in the program but rather be carried on through all instruction. This evaluation must be broad in scope, tapping all the factors that are related to reading achievement. It must have adequate depth to provide a strong foundation of information on which instruction can be built. In a word, a teacher must teach someone. Unless he knows, in the broadest sense, who each someone is, he cannot teach.

This is especially true in programs for the illiterate adult because his problems are even more complex and intense than those of children. No suitable evaluation instruments exist. However, until better instruments are developed, those available must necessarily be used with appropriate consideration of their weaknesses.

Until recently reading tests had been prepared to measure the reading performance of children and were not appropriate for illiterate adults. These tests use a different vocabulary from that which an adult uses. Adults are presumably more interested in functional or utilitarian words. The subject matter concepts in the children's tests are different from those in reading materials most generally preferred by adults. In many cases these tests measure concepts and vocabularies found in materials written for children. The formats of many reading tests are not appropriate for adults. They may be childish or confusing in appearance. Finally, it cannot be assumed that adult illiterates are as well or better prepared to take tests than children. In most cases they have had no instruction in how to take tests. They may even have

more difficulty than the first-grade child in handling pencil and paper. Tests used in adult programs should be easy to follow in both physical and content formats (7, p. 155-159).

Smith (14, p. 59) lists five published tests which are appropriate for adults:

Adult Basic Education Student Survey. Follett Publishing Co., 1967.
The two forms of the ABES tests give grade level placement in reading and arithmetic within the limits of the adult basic education curriculum range. It is untimed and uses a correction factor for guessing.

Adult Basic Learning Examination. Harcourt, Brace and World, Inc., 1967.
The ABLE tests are designed to test achievement in reading, spelling, and arithmetic. Their range is from the middle of grade level one through grade level eight. There is a separate test for each of the subject areas. The time required for each test ranges from 15 minutes in arithmetic to 30 minutes in reading. There are two equivalent forms.

Basic Reading Inventory. Scholastic Testing Service., 1966.
This test is designed to test adults who are reading on grade levels two, three, and four. No information is given about validity or reliability in the examiner's manual.

Individual Reading Placement Inventory. Follett Publishing Co., 1968.
This individually-administered diagnostic reading test covers readability levels one through six. Both forms use scoring sheets to record difficulties and to indicate grade placement. Evidence of reliability and validity for use with adolescents and adults is given in the manual.

Tests of Adult Basic Education. California Test Bureau. 1967.
The TABE cover the areas of reading, arithmetic, and language. There are two forms of TABE as well as three different levels of each test. A "locator test" enables the examiner to determine the proper level to use with each student. Testing range is from mid-grade one through high school.

With the exception of the Basic Reading Inventory and the Individual Reading Placement Inventory the above tests provide an estimate of general reading level. More specific information is needed if the teacher is to "know' the student. Several levels of testing should be considered.

Levels of Testing

The levels of testing are defined by the function of the test instrument. By function there are three levels of tests.

Survey Tests. These are the most commonly used forms of achievement tests. They provide a broad estimate of general reading activity. The student's score indicates how well he read the material compared to the group used to standardize the test. It does not provide the specific information needed to plan instruction. It is primarily useful for initial student placement or as a measure of group performance. Specific strengths and weaknesses are not

measured. Survey tests published for adults (previously described in this chapter) are as follows:

1. Adult Basic Education Student Survey
2. Adult Basic Learning Examination
3. Tests of Adult Basic Education

Group Diagnostic Tests. These tests share the same characteristic of the survey tests, with one exception: They include more subtests as a means of measuring specific strengths and weaknesses. The Stanford Diagnostic Reading Test provides an example. This test includes seven subtests: Reading Comprehension, Vocabulary, Auditory Discrimination, Syllabication, Beginning and Ending Sounds, Blending, and Sound Discrimination. The intent is to provide a profile for more efficient planning of instruction based on the individual reading skill needs. Specifically developed for adults is the *Basic Reading Inventory*.

Individual Diagnostic Tests. Often it is necessary to individually test students who have severe weaknesses and require more thorough analysis than that which is provided by most group tests. These tests probe specific skill areas which can be profiled for instructional planning. More importantly they involve the teacher and ~tudent in a one-to-one relationship. This gives the teacher an excellent opportunity to observe the student's reading performance. Published specifically for adults is the *Individual Reading Placement Inventory*.

Following is a list of diagnostic tests which are not designed specifically for adults but should prove useful:

1. *The Basic Sight Word Test*, Garrard Press, 1943.

A list of 220 words which occur 50% of the time in most printed materials and are considered most basic to the English language. Word attack skills are not usually employed. To test the student the words may be presented on flash cards or the student may be asked to read a list as the one found on the following page. (See page 32) A record should be made of those words the student does not know. These words should be learned during the Beginning Level of instruction. Range +1.

2. *Roswell-Chall Diagnostic Reading Test of Word Analysis Skills.* Essay Press, 2315 Broadway, New York, N.Y. 10024.

This test is easily administered and provides a quick assessment of the students k owledge of single consonant sounds, consonant combinations, short vowels, rules of silent e, vowel combinations and syllabication. It is brief, but utilitarian. Range 1 - 4.

3. *Diagnostic Reading Scales,* California Test Bureau, Del Monte Research Park, Monterrey, California.

This is a comprehensive test which requires some training to administer. It assesses the following reading skills: word recognition, oral reading, silent reading, consonant sounds, vowel sounds, consonant blends, common

A BASIC SIGHT VOCABULARY OF 220 WORDS

Compiled by Dr. Edward W. Dolch

These 220 words make up from 50% to 75% of all ordinary reading matter.

a	first	many	stop
about	five	may	
after	fly	me	take
again	for	much	tell
all	found	must	ten
always	four	my	thank
am	from	myself	that
an	full		the
and	funny	never	their
any		new	them
are	gave	no	then
around	get	not	there
as	give	now	these
ask	go		they
at	goes	of	think
ate	going	off	this
away	good	old	those
	got	on	three
be	green	once	to
because	grow	one	today
been		only	together
before	had	open	too
best	has	or	try
better	have	our	two
big	he	out	
black	help	over	under
blue	her	own	up
both	here		upon
bring	him	pick	us
brown	his	play	use
but	hold	please	
buy	hot	pretty	very
by	how	pull	
	hurt	put	walk
call			want
came	I	ran	warm
can	if	read	was
carry	in	red	wash
clean	into	ride	we
cold	is	right	well
come	it	round	went
could	its	run	were
cut			what
	jump	said	when
did	just	saw	where
do		say	which
does	keep	see	white
done	kind	seven	who
don't	know	shall	why
down		she	will
draw	laugh	show	wish
drink	let	sing	with
	light	sit	work
eat	like	six	would
eight	little	sleep	write
every	live	small	
	long	so	yellow
fall	look	some	yes
far		soon	you
fast	made	start	your
find	make		

syllables, blending and letter sounds. Appropriate checklists are provided. Range 1 - 8.

Many individual diagnostic tests are published. These are listed as examples of the kinds of tests available. The primary concern is that the A.B.E. reading teacher evaluate the basic reading skill areas to the depth that a profile or checklist of skill proficiency can be made for each student. Following (see page 34) is a suggested checklist. The examiner would check those skills which are weak and note appropriate comments. Individual teachers may develop their own checklists.

Informal Inventories. Teachers may prepare their own diagnostic tests from graded materials. Properly administered and interpreted, these tests provide excellent data for student placement. Short selections of about 100 words should be chosen from a set of graded materials. Three paragraphs from each level should be chosen. Comprehension questions for each paragraph should be written. They should test the reader's understanding of the three basic areas of comprehension (literal, inferential and critical). Vocabulary questions are sometimes included. Following is a typical paragraph with questions:

"Tom! Breakfast is ready," called Mrs. Edison, putting the milk on the table.

"Yes, Mother, I'm coming!" answered Tom.

A few minutes later young Tom Edison walked into the kitchen. His boots were dusty, and his necktie was not straight. He was only half awake.

"What a sight you are!" said Mrs. Edison.

Mr. Edison put down his newspaper. "Tom," he said, "it is plain to see you're sleepy. At nine-thirty last night I asked you to go to bed. How late did you stay up?"

"I don't know, Father" answered Tom, "but I had to stay up. The boy next door was sending me signals on our telegraph. His signal came through to me very clearly. Our telegraph works." (1, 1963)

I (Inferential)
1. How do we know the time of day of this story is morning?
L (Literal)
2. What does Mr. Edison do at the breakfast table as he eats his breakfast?

I (Inferential)
   3. How do you think Mr. Edison felt about Tom disobeying him to stay up late?
V (Vocabulary)
   4. What is a telegraph?
L (Literal)
   5. Why did Tom stay up late?

READING PERFORMANCE CHECK LIST*

Examiner _____
Student _____
Independent Level _____
Instructional Level _____
Frustration Level _____

Word Recognition:
   General Sight Vocabulary
   Basic Sight Words

Structural Analysis:
   Compound Words
   Contractions
   Root Words
   Prefixes
   Suffixes
   Antonyms
   Synonyms
   Homonyms
   Syllabication

Phonetic Analysis:
   Initial Sound
   Medial Sound
   Final Sound

   Initial Consonant Blend

   Digraphs

   Diphthongs

   Long Vowels
   Short Vowels
   Vowel Rules
      1. Vowel in one syllable word
      2. Vowel in syllable or word ending in e
      3. Two vowels together

Comprehension (Indicate level and type)
   1. Literal
   2. Interpretative (Inferential)
   3. Critical

Directions for Administration

1. Begin at a level which you know is below the student's reading level.
2. Prepare the student for the selection by providing a purpose for reading. Be careful not to reveal vocabulary, ideas or content of the selection that would detract from the measurement of the student's reading performance.
3. Ask the student to read the selection orally. The examiner should keep an accurate record of the way in which the selection is read.
4. The student answers the comprehension questions. Do not correct the student, this is not a teaching experience. Record accurately the answers to the comprehension questions.
5. Repeat this procedure for a second paragraph at the same level EXCEPT have the student read silently. During the silent reading observe for possible symptoms of difficulty: head movements, vocalization, etc.
6. This procedure is followed from level to level until the frustration level is reached.

Though most behavioral symptoms observed during the reading process relate to word perception skills, four general categories appear sufficient in calculating the word recognition score: substitution, insertions, omissions, and words aided by the examiner.

The errors may be recorded in the following manner:

Sue and Jim started (to go) to school. It was raining. They went back home to get (their) raincoats. Jim couldn't find his raincoat so his mother took them to the school in the car.

Mother went to town. She bought Jim a raincoat, boots, and a rain cap. Jim said, "Thank you, Mother, I will not lose them."

/   Pause — number of marks indicates length of pause and phrasing-one line per second.

(at)   Omission — student omitted word or punctuation mark.

one word   Repetition — underlining indicates repetition of word or phrase. Underline each time the word or phrase is repeated.

the   Insertion — indicated that the student inserted a word not in the Λ   test.

Sue   Mispronounced — (substitution) draw a line through words missed she   and write the word given by the student in place of the right word. Use phonetic spelling if it is not a known word.

| knew | Word pronounced for student — if the student pauses for 5 seconds or asks for help, pronounce the unknown word for him. Draw a box around the word to indicate that help was given.

Criteria For Levels:

1. *Independent Level* — the highest level at which the student can read with full understanding and without difficulty.
   (a) Comprehension: 90% or better accuracy
   (b) Freedom from symptoms of tension
   (c) Rhythmical oral reading: 99% or better accuracy in word recognition, conversational tone, etc. (Not more than one unknown word in each 100 words).
2. *Instructional Level* — the level at which systematic instruction can be initiated.
   (a) Comprehension: 75%
   (b) Freedom from symptoms of tension
   (c) Rhythmical oral reading: 95% or better accuracy in word recognition, conversational tone, etc. (not more than one unknown word in each 20 words).
3. *Frustration Level* — the level at which the individual is thwarted and reading success is impossible.
   (a) Comprehension: 50% or less
   (b) Symptoms: tension, finger pointing, lip movement, vocalization, head movement, withdrawal, etc.
   (c) Oral reading unrhythmical, high pitched voice, meaningless substitutions, etc.

The examiner counts the total number of errors, divides this number by the total number of words in the selection. The result is a quotient which when subtracted from 100 will provide a percent correct score for the selection at that level. A comprehension score for each selection or level is computed by dividing the number of correct answers by the number of questions asked. These scores may be noted beside each selection and then entered onto the summary sheet. The trained examiner can analyze the types of errors to ascertain specific strengths and weaknesses. Farr (7, p. 95) illustrates the sequence suggested for the use of tests:

Evaluation

Evaluation is indispensable. Some form of evaluation must be included in any purposeful activity. The A.B.E. reading program must be evaluated to satisfy requests of government and private funding agencies; professionals in the field of adult education; administrators responsible for adult students. Each of these parties have questions they wish answered relative their respective relationship to the program. While all of them have equally important functions in the overall implementation of A.B.E. reading programs, the satisfactory attainment of the student's goals must be given ultimate priority. Indeed if these are met it seems reasonable that the objectives and goals of the other parties would be met also.

The following need to be evaluated:
1. The adult student;
2. The teacher of adults;
3. The materials of instruction; and
4. The overall program.

The Adult Student

Considerable discussion in previous chapters has been given to evaluation techniques useful in measuring the student's reading ability and progress. These procedures, both formal and informal, have one basic purpose: To measure the attainment of, or progress toward, realistic objectives set forth for and by individual students. Information gathered before, during, and after the instructional program is useful in assessing the effectiveness of the program for the individual student. Data collected on individual students may be combined to provide an indication of the attainment of objectives common to all students. It must not be forgotten that the adult learner has specific reasons which bring him to class. These are his personal reasons which are clear to him. The A.B.E. teacher must identify these and assist the student in attaining them. The adult learner needs concrete assurance that his goals are being met through his efforts within the class; that the time, effort and deprivation from family, social life, recreation, and "moonlight" income is

The implications are clear; not only is evaluation continuous, but there must be adequate "feedback" from the evaluation results so that each student can make appropriate decisions relative to his educational experiences. This can most effectively be done through individual records and folders which the teacher and student maintain jointly from data collected and shared cooperatively.

The Teacher of Adults

The A.B.E. teacher must first evaluate himself in terms of attitude towards and knowledge of the A.B.E. student. The teacher must know and understand his students. He must constantly be aware of negative factors in the learning environment which would discourage or dissuade the student from further participation. He must also be aware of those positive factors in the learning environment which would encourage and persuade the student into deeper involvement. While the teacher has little control over factors external to the classroom he has considerable control over those within the teacher-learner-classroom environment. Professional competency in the teaching of reading must be merged with the ability to understand, relate to and counsel students.

The following questions will assist the teacher in evaluating his teaching performance:*

I. Do I provide an environment conducive to developing reading skills?
   A. Have I presented suitable materials for each student to satisfy his purpose for reading?
   B. Am I using my bulletin boards, library facilities, supplementary materials, etc.? Have I provided material for pleasure reading? Do I show a positive attitude toward reading by example? Is my enthusiasm for reading a contagious factor in the schoolroom?

II. Do I plan my instruction based on diagnosis? (Perpetual diagnosis, careful, purposeful planning with multi-media is my guarantee of successful teaching.) Have I guided the students to develop the skills necessary for independent learning? Am I aware of the poor reading habits of all my students—and the *good* ones? Do I change my technique and approaches to meet the daily needs of my students?

III. Does my classroom assist the students in developing an interest in reading?
   A. Have I created and nurtured an interest in reading?
   B. Have I considered the interests of my students?
   C. Does the classroom procedure add interest to reading?

IV. Have I considered the basic needs of the adult learner?

V.   Are my instructional goals based on behavioral objectives? Do I assist the students in establishing personal objectives and goals?

VI. Have I provided methods of evaluation that are flexible and appropriate to the situation being evaluated?
     A.   Do the students have a means of self-evaluation?
     B.   Do I help them evaluate their skills, purposes, and performances daily?
     C.   Is each student working to his potential, my major instructional goal?

VII. Do I teach reading within all areas of the student's concern? (job, home, family, current events, recreation, etc.).
     A.   Do I realize that each area has its own vocabulary?
     B.   Am I helping each student make the vocabulary his?

VIII. Do I maintain the proper balance between the mechanics of reading (word recognition) and reading for meaning (comprehension)?

IX. Am I using multi-media, multi-approaches, and multi-techniques for all students?

X.   Do I truly know the developmental process of reading?
     A.   Do I know what skills are involved in readiness, word recognition, word analysis, comprehension; study skills, critical reading?
     B.   Do I keep up to date in the best methods, techniques, and approaches for teaching these skills?
     C.   Do I avail myself of constant teacher training?

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The Materials of Instruction

The following material (I through II) is reprinted from *Adult Basic Education, A Guide For Teachers and Teacher Trainers,* published by The National Association for Public School Adult Education, with special permission by this association.

I.   Types of Materials and How to Evaluate Them
     A. PRINTED MATERIALS
     The broad array of printed materials encountered today could be roughly classified as the following types:
     books, both hardcover and paperback
     booklets, pamphlets, and memos from agencies, municipalities, state and federal governments, school districts, and armed services
     conventional newspapers and those written with high interest, low difficulty

teacher-produced and commercially available stencils and other materials for duplication

pictorial materials, charts, cards, games

material used with mechanical equipment (films, slides, tapes, records, etc.)

applications and catalogs from various training schools

experience stories dictated or written by the students, typed and prepared for instructional use

job application forms secured from employers

instructional booklets for new employees in local business and industry

B. HOW TO EVALUATE PRINTED MATERIALS (Adapted from: Boutwell, William. Motivating the Slow Learner." *Wilson Library Bulletin*, September 1965.)

On what basis is a decision made to use one particular publication and not another? No hard and fast rules may be laid down, but the following guidelines will help each teacher and administrator do an intelligent job of selection.

A good teacher is familiar with all types of materials and their special uses. He plans their use in such a way as to exploit their unique qualities. However, a list of criteria is needed to help teachers identify appropriate instructional aids to be used in adult basic education programs:

1. The interest level of the printed materials should appeal to the particular persons being taught, and should be oriented to the present.

2. Materials should be free of marks labeling or identifying them at any particular grade level.

3. The physical appearance of the materials, both outside and inside, should be inviting to adults.

4. Materials in books should be arranged in such a manner as to conform to good principles of teaching, e.g., illustrations, review testing, repetition.

5. Materials should be selected, not only on individual merit, but also as a means of encouraging further study or reading.

6. Adult basic education is very much concerned with the change of attitudes and standards of these persons; therefore, material must be centered around or include the use of basic or moral values.

Following these general guidelines, teachers are better equipped to make better selections in particular areas of learning.

The following are some more specific points teachers should consider

Length of Sentences: Sentences should range in length from ten to fifteen words. There may, of course, be some variety, with some sentences longer or shorter than this range. The structure of a sentence should be simple: subject, verb, predicate, in that order.

Dependent Clauses: There should be a minimum of dependent clauses and compound sentences, although the undereducated adult student grasps the compound sentence more readily than sentences with *which, that,* or *because* clauses.

Verbs and Verb Forms: The undereducated adult prefers the present tense because he tends to live more in the present and he sees experiences as existing in the present. The past drops out of sight and he cannot bring himself to contemplate his future. Material with strong verbs is desirable. Some strong verbs put prose into motion. Variations of the verb *to be* should be avoided. They are simply "teeter-totters": they go up and down but never form a fulcrum. Material that makes extensive use of other commonplace verbs, as: *has* and *make* should also be avoided.

Hard Words: Although hard words differ according to the individual, they can usually be identified by noting the number of affixes: the more affixes the harder the reading. Generally, the word with many affixes presents a generalized concept. It lacks the hard visual reality of *house* or *bus.* The affix-ornamented word is a built-up word. Its central meaning is buried in a core surrounded by a shell of affixes.

Contractions and Dialect: The student who recognizes the word *is* may boggle at the word *isn't.* Dialect is most difficult for the undereducated adult student.

Conjunctions: The student has difficulty with such words as *because, therefore,* and *if,* which require mental leaps backwards and forwards. For example, when the word *therefore* appears, he somehow must bring to the forefront of his mind a previous idea in an earlier sentence. Because the mental hurdle is too high, he gives up. He can manage time words such as *then* and *when,* but there should not be too many of these.

Conversational Style: Since speech is the one form of language that the student employs reasonably well, the reading matter set before him should be closer to speech than to non-oral prose. Newspaper English, for example, is far from being "speech" English.

Personal References: As a rough measure, copy becomes readable if it contains eight to ten personal references (pronouns, names, father, mother) per hundred words. But pronouns should be placed close to

These students do not think in abstract terms; therefore, the generous use of personal references does more to make text readable than almost any other single factor.

Questions to Ask

As teachers prepare to evaluate available materials—and new ones appearing in the field—they should answer the following questions:

Are the materials preachy? Do they include references to *ought, must,* or similar injunctions? Are they patronizing? Do they reflect a "teacher-knows-best" attitude? Students have been preached at many times and they resist it.

Does the material repeat words? The adult student welcomes a word that he knows as an old friend.

Is the reader involved as much as possible? Communication functions best when it is a two-way process. Material that poses questions, that pulls the reader into the communication act, succeeds. Easy quizzes, especially ones at which the students can succeed, are to be treasured. In Detroit's English S Program for slow learners, tests have been developed which permit the students to achieve a score of 100%. These tests are generally about TV personalities, advertising catch-lines, or other facts well known to the students.

Does the material relate closely to their lives and personal interests?

What kind of adult is to use the materials? Is he an intelligent individual, eager to learn, or an apathetic person of mediocre ability? Is he an unemployed migrant, a displaced farmer, a former factory worker?

For what purposes are the materials to be used? Should they teach word recognition skills, letter-writing, and good speech habits, and should they also provide information on how to get a job? Should they do something else in addition?

Faults to Look For

Although there are some positive qualities in most existing instructional materials for adult basic education programs, the *Report of the Task Force on Adult Basic Education Instructional Materials and Related Media,* * found the following faults to be typical:

They do not do the job fast enough. There is no set of materials in existence that provides a system to bring adults from the second to the eighth grade of reading ability in 120 instruction periods, plus work outside the classroom. Unless the job is done in approximately this time, there is little likelihood that adults will stay with it.

content more suitable for children.

Materials do not use a tested approach to achieve pre-determined literacy objectives.

Few materials give a realistic picture of life within culturally and economically disadvantaged populations, especially the Negro and Latin American groups.

Most of the materials for teaching language skills have content that is too advanced, pedantic, or formal. For example, some exercises are given on the distinctions between *shall* and *will, should* and *would, between* and *among,* and *as if* and *as though.*

Materials which aim at improving reading skills stress vocabulary development more than anything else.

* U.S. Office of Education, Washington, D.C. January 1964. 67pp.

C. CHECKLIST FOR EVALUATING MATERIALS

It is suggested that the following checklist be used by teachers before selecting materials for a particular adult basic education class:

1. Consideration is given to characteristics and background of the adult who is to use the material.
2. The purpose for which the material is to be used are identified.
3. Subject matter materials and learning activities are acceptable in terms of adult interest level.
4. Materials encourage further individual reading, speaking, writing, and other study.
5. Materials raise self-esteem and help the learner gain insight into his self-image.
6. The language is adult in tone.
7. Sentences are written in the familiar vernacular.
8. Programed materials have built-in reasoning and evaluating devices to help the learner and teacher determine progress.
9. Directions are simple and clear so that the learner can follow them with little difficulty,
10. Design of system for materials allows for maximum progress according to ability of the individual.
11. Materials depict actual life situations, such as: food, property, job, voting, civics, safety, social security, housing, homecraft, financing, etc.
12. Each lesson teaches a single concept or small number of concepts thoroughly.

it may be necessary—in order to motivate the students to read—for the teacher to prepare his own materials. Here are some clues to help in their preparation:

Examine your purpose: If your purpose is to devise a basic text, you will want to provide exercises in word-attack and comprehension skills. If your purpose is to develop supplementary reading exercises, you will want to emphasize the skills taught in the basic text you are using.

Keep in mind the purposes of the reader for whom you are preparing the materials: Generally, the adult at the introductory level is more interested in the concrete and practical than in the theoretical. .

Build on the interests of your students: They need to be able to read signs, to read and write letters, to learn a specialized vocational vocabulary, and to understand the basic facts of government.

T to relate your topics to the student's socio-economic group: Do not preach, prepare moral tracts, or stress middle-class values.

Maintain an informal style: The use of personal pronouns and conversational style will help. A simple, logical, or chronological pattern of writing may prove best.

Use a word list such as the "Lorge-Thorndike First One Thousand Words" This can be found in *The Teachers Workbook of 30,000 Words* (Teachers College, Columbia University, New York, N.Y.). After writing your first draft, go through your material and attempt to substitute words from this list for words you have used when necessary.

Now go through your material again and cut your sentence length: Sentence length should vary, but an average of seven or eight words is desirable. Remove superfluous clauses, adjectives, and prepositional phrases.

Keep your paragraphs short — not more than five or six sentences: They should vary in length, but avoid concentration of ideas.

Check your material for difficulty: A readability formula will help. If the readability level is higher than desired, substitute words and reduce the sentence length further.

Test the material on a sampling of adults: To do this, delete every tenth word and see if the students can supply the missing words.

Use good paper and proper type: At the introductory level, particularly for grades 1.0 to 2.0, the type should be 18-point. If you mimeograph, be sure to use the largest size of typewriter type you can find, double-space your material, and see that each page

aids they had prepared for use with their own adult classes:

> Some of the most interesting materials were paragraphs, short stories, and plays about practical situations written by teachers, as well as experience stories dictated by individual students or groups and typed by the teacher. Some teachers are collecting impressive files of such materials. . A clever idea used with mothers in the Aid-to-Dependent Children program was scrambled sentences about a growing baby, which had to be rearranged into the proper sequence of child development.

> Flash cards are prepared—of letters, manuscript and cursive: upper and lower case; sight-words: vocabulary words. phrases; spelling problems, months; days: and simple sums. The answer to the sums is on a fold-down flap so that there is immediate feedback. The same technique of the folded flap is used with vocabulary cards. with pictures on the flap. Charts of all kinds were devised. Some were charts of population, vowels and consonants, and of word lists being used. Word lists were also dittoed, so that each student had the list of words immediately at hand.

> Worksheets of many kinds were dittoed, such as: simple reinforcement of the work of the reading textbook which usually progresses at too rapid a rate; mimeographed questions to set a purpose for reading or watching a film; a list of triple-spaced words with individual cards to watch; penmanship samples to copy; sentences which need a period or question mark; reproduced forms, such as social security.

> A few teachers made and used flannel boards. Good picture collections were said to be useful. Also, articles from newspapers and magazines were mounted on cardboard for longer wear.

* Prepared by the Adult Education Council of Greater Chicago, 332 S. Michigan Ave., Chicago, Ill. 60604. Issued by the Office of the Superintendent of Public Instruction, Springfield, Ill.

The Overall Program

Following is a guide which may be used "as is" or modified as need dictates. It is adapted from one compiled by Jacinta Lord and Evelyn Habeeb.

GUIDE FOR SURVEYING AND APPRAISING THE READING PROGRAM

I. **PURPOSE OF PROGRAM:** State objectives based on needs of
students.

II. **TYPE OF PROGRAM**
   A. Methods of instruction
      1. Textbook or workbook centered
      2. Machine - programmed material centered
      3. Counseling centered
      4. Other _____
   B. How students are selected: _____
   C. Amount of time spent in class
      1. Per week _____
      2. Number of weeks _____
      3. Minutes per week _____
   D. Number of pupils in center at one time: _____
   E. Methods of diagnosis and tests used:
   F. Personnel involved:
      1.
      2.
      3.
      4.

III. **INITIAL ORGANIZATION**
   A. When _____
   B. Why _____
   C. How _____
      1. People involved in planning and initiating program
      _____
      _____
      2. Training sessions of personnel before plan went into
      operation _____
   D. Publicity: involvement of:
      1. Students _____ How?
      2. Faculty _____ How?
      3. Citizens of town _____ How?
      4. Agencies and institutions of
      town _____ How?
   E. Difficulties encountered: _____

IV. **FUNDING**
   A. Source _____
   B. Amount: How much per pupil _____. No. of pupils _____

PERSONNEL (continued)
A. Reading teacher
   1. Training _____
   2. Experience _____
B. Administrator _____ How? _____
C. Teachers in subject areas: _____
   _____
   _____ How? _____
   _____
D. Guidance personnel? _____ How? _____
   _____
E. Library and media services: _____

PHYSICAL ARRANGEMENT
A. Does the seating arrangement lend itself to meeting the needs of individual and group teaching?
   yes _____ no _____
B. Is the size of the room adequate? yes _____ no _____
C. Are the storage facilities adequate? yes _____ no _____
D. Is there evidence of provision for varied centers of interest?
   yes _____ no _____
E. Is there adequate chalkboard space? yes _____ no _____
F. Are there open bookcases, magazine racks? yes _____ no _____
G. Is the room attractive in appearance? yes _____ no _____
H. Is lighting good? yes _____ no _____
I. Is there an abundance of electrical outlets? yes _____ no _____
J. See sketch attached to this guide for room arrangement, etc.

APPRAISAL OF TESTING
A. Which standardized tests are used?
   1. Diagnostic: Name _____
      _____
      Levels _____
   2. Achievement: Name _____
      _____
      Levels _____
   3. Intelligence: Name _____
      _____
      Levels _____
   4. When used? _____
   5. How often? _____
B. Is there evidence of continued evaluation? yes _____ no _____
   1. By student yes _____ no _____ How _____
   2. By reading teacher yes _____ no _____ How _____

VIII. **MATERIALS USED** (see itemized list attached at end of checklist).

yes   no

A. Workbooks
B. Programmed Materials
C. Instructional materials
D. Trade books
E. Audio-visual materials
F. Mechanical devices
G. Others _____

_____

IX. **SKILLS AND METHODS**

A. Is provision made for the sequential development of the various skills?

yes   no

    1. Word Attack
    2. Comprehension
    3. Work-study
    4. Critical reading
    5. Listening skills
    6. Vocabulary Development
    7. Other _____

B. Is reading integrated with the students everyday experiences? Yes _____ No _____ How? _____

C. Are assignments provided on different levels? yes ___ no _____

X. How does the organization facilitate individualizing instruction?

B. Is there evidence of good record keeping? yes ___ no _____
    1. By the teacher? yes ___ no ___
       How? _____
    2. By the student? yes _____ no _____
       Is there a folder for each student? yes ___ no ___

C. Is there evidence of planning for varied activities within the period? yes ___ no ___ What? _____

_____

D. Is there evidence of teacher-prepared materials, to meet individual or group need? yes ___ no ___ What? _____

E. Is there provision for periodic conferences between:
    1. Teacher and student yes ___ no ___
    2. Reading teacher and other A.B.E. teachers yes ___ no ___
    3. Reading teacher and counselor yes ___ no ___
    4. Reading teacher and library or media-center director yes ___ no ___
    5. Is reading teacher available for conference at times other

G.   Does the classroom management provide for the efficient use of class time?   yes _____ no _____

XI.   SCHOOL AND COMMUNITY RELATIONS .
A.   Is there provision for a working relationship with
1.   All students in the school?   yes _____ no _____
2.   All faculty members?   yes _____ no _____
B.   Have provisions been made to promote the understanding and enlist the cooperation of community groups?   yes _____ no _____
C.   Are community resources available and utilized?
1.   Library   yes _____ no _____
2.   Community centers   yes _____ no _____
3.   Civic agencies and persons   yes _____ no _____
4.   Others

RECOMMENDATIONS MADE BY THE READING TEACHER

I.   MATERIALS FOUND TO BE MOST EFFECTIVE

II.   MACHINES

III.   OTHER SUGGESTIONS

SKETCH OF READING CENTER FLOOR PLAN
LIST OF MATERIALS USED IN READING – COST OF EACH

SUPPLEMENTARY READING

International Reading Association. *Perspectives In Reading (No. 1).* Newark, Delaware: The International Reading Association, Inc., 1964.

Schick, George B. and Schmidt, Bernard. *A Guide Book For the Teaching of Reading.* Chicago: Psychotechnics, Inc., 1966.

Strang, Ruth and Lindquist, Donald M. *The Adminstration and Improvement of Reading.* Boston: Appleton-Century-Crofts Inc., 1960.

Thurston, Eric L. and Hafner, Lawrence E. *New Concepts In College-Adult Reading.* Milwaukee: The National Reading Conference, Inc., 1964.