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ABSTRACT

This working paper discusses the utilization of the Prototypic System for Reading Instruction (PSRI) in the Wilson School at Janesville, Wisconsin. The core of the PSRI is a scope and sequence statement which outlines the skills normally taught in kindergarten to grade six: word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. A cumulative reading record folder provides the teachers with a permanent accounting instrument that can be used for the years the child is in school. A major component of the PSRI is the Wisconsin Expanding Inventory of Reading Development (WEIRD), a series of group assessment tests of reading behavior for the initial placement of children, which enabled the Wilson staff to identify what reading skills learners had, as well as those they needed. The two year experimental program implementing the PSRI for individually guided reading was termed successful by the teachers at Wilson School. (WR)

Exhibit 4

WORKING PAPER NO. 29

THE WILSON MANUAL FOR INDIVIDUALLY GUIDED READING JANESVILLE, WISCONSIN

REPORT FROM PROJECT MODELS

Wisconsin Research and Development
CENTER FOR COGNITIVE LEARNING

THE UNIVERSITY OF WISCONSIN
Madison, Wisconsin

U. S. Office of Education
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Working Paper No. 29

THE WILSON MANUAL FOR IMPLEMENTING INDIVIDUALLY GUIDED READING JANESVILLE, WISCONSIN

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Report from Project MODELS

Wisconsin Research and Development
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The University of Wisconsin
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This Working Paper is from Project MODELS (Maximizing Opportunities for Development and Experimentation on Learning in the Schools) in Program 3. General objectives of the Program are to develop and test organizations that facilitate research and development activities in the schools and to develop and test the effectiveness of the means whereby schools select, introduce, and utilize the results of research and development. Contributing to these program objectives, Project MODELS' primary objective is to develop and test a school environment for facilitating student learning, research and development, and teacher education in local schools. The Multiunit Elementary School is the new organizational pattern developed.

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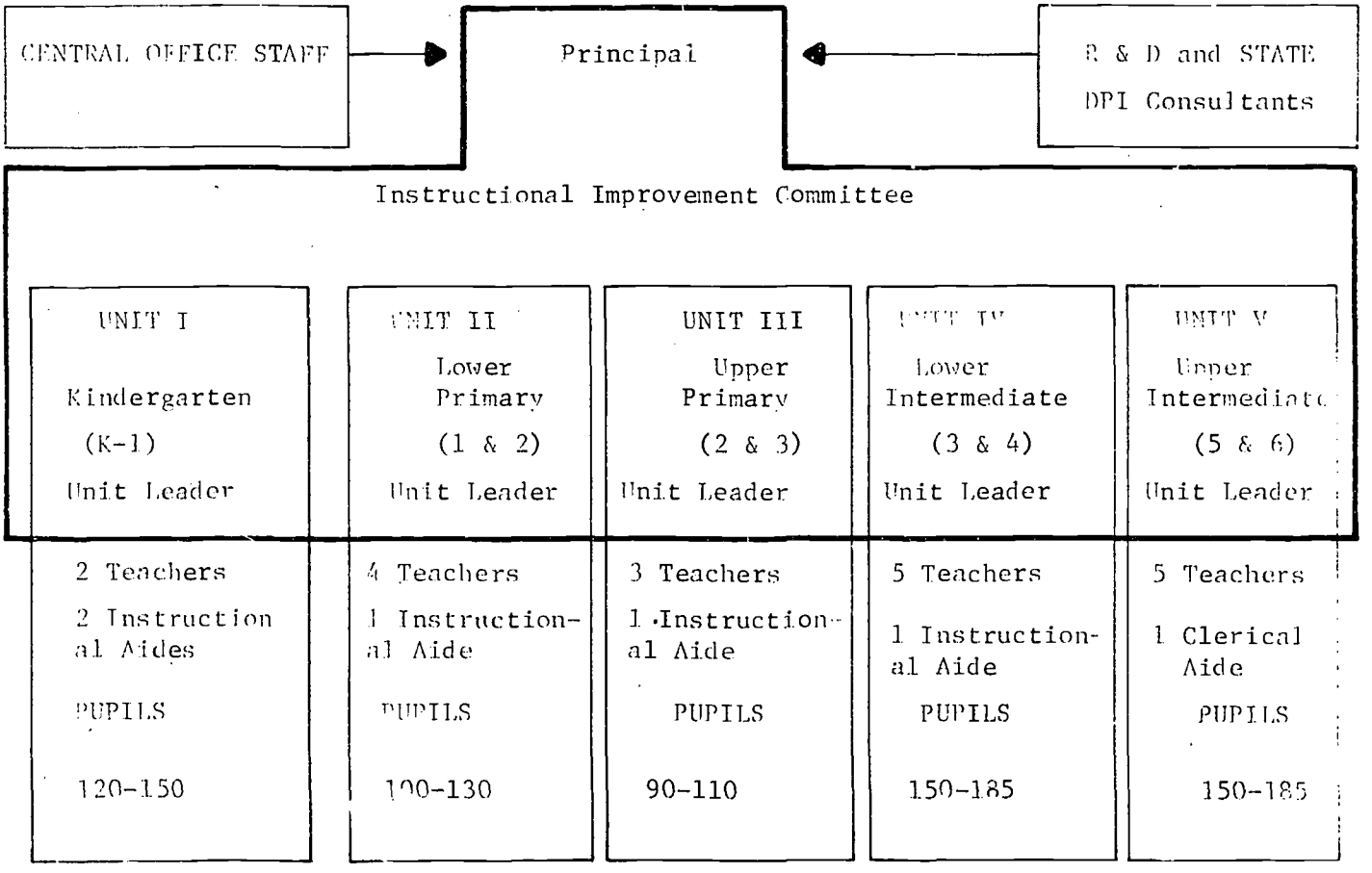
I

INTRODUCTION: THE JANESVILLE EXPERIENCE

WILSON SCHOOL
ADMINISTRATIVE ORGANIZATION

The Wilson school staff at Janesville, Wisconsin, is dedicated to adjusting its curriculum to the child rather than fitting the child to the curriculum. To facilitate individualization of the instructional program, in the Fall of 1967, the 1929-vintage Wilson Elementary School building was organized into five I & R Units. This Multiunit organization is further explained by this diagram:



Each of the five nongraded, team-teaching units has a Unit Leader, certified teachers, an Instructional Aide, and a Clerical Aide for 95 to 200 students. The organization is further backed up by the school's Instructional Improvement Committee (IIC), composed of the principal and the Unit Leaders, and by the State Department of Public Instruction and the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin, Madison. The Unit Leaders teach up to 75% of the time and meet during the school day (Tuesday and Thursday, 2:00 to 3:00 p.m.) with the school principal.

EDUCATIONAL GOALS AT WILSON

The Wilson staff established the following five building educational goals for the Wilson learners because of the apparent problem needs they had:

1. The learner should demonstrate adaptability to a constantly changing universe.
2. The learner should develop the oral and graphic communication skills necessary to think fluently and to establish good human relations.
3. The learner should demonstrate successful coping and critical intellectual inquiry processes in dealing with his environment.
4. The learner should solve both simple and complex problems by examining alternatives and making wise decisions in relationship to himself and society.

5. The learner should reflect a positive self-image through self-evaluation, self-direction, and self-selection.

The Wilson staff believed that reading difficulties were associated with retention and poor self-images of certain children. Thus, the first innovative thrust of the instructional program was the implementation of the Prototypic System of Reading Instruction (PSRI) under development at the Wisconsin Research and Development Center for Cognitive Learning. The flexibility and spirit of inquiry generated by the Multiunit school organization provided the Wilson staff with the opportunity to experiment with prototypic reading materials needed and adaptable in offering individually guided education to Wilson's learners. These included the individual reading behavioral objectives, group and individual assessment tests, child accounting, individual child reading skills folder, and the compendium of instructional resource materials.

The Wilson staff realized the following advantages in implementing its individually guided reading program:

1. The behavioral reading objectives provided the basic key essential to efficient reading program development and its evaluation.
2. The individual and group testing instruments enabled the detailed assessment of initial reading behaviors, the learners' periodic testing of reading progress, and terminal reading behavior measurements.

3. The individual reading folder utilized a better method of child accounting for recording individual reading skill progress throughout the elementary school.
4. The compendium of reading materials and procedures was a wealth of natural resources for effectively and efficiently structuring the individual learning activities.

These published reading materials were integrated easily into the Janesville reading philosophy. The ability to supplement R & D reading material with locally produced instructional materials could and would bring about a more individually guided reading program. Group decision making at appropriate levels brought about change and, it is hoped, an improved reading program. The following are some of the broad guidelines which evolved in the implementation of the Prototypic System for Reading Instruction for instructional improvement at Wilson:

1. Broad communication blocks of time should be established by each instructional unit to bring about greater flexible scheduling and utilization of school staff and facilities.
2. Greater staff specialization must be encouraged by developing differentiated staff roles, such as Unit Leaders, certified teachers, and paraprofessionals (teacher aides) to implement different phases of the program.
3. Educational consultants from the central staff and external agencies should be utilized during school time to evaluate the program and offer alternatives for instructional development and improvement.

4. Different learning modes and instructional materials must be matched to meet the individual reading needs of the children.

5. Teacher aides from the neighborhood community must actively relay the necessary two-way communications needed for greater insights about the children and for better public relations.

The following chapters described the PSRI and detail how the Wilson staff at Janesville, Wisconsin, brought about Individually Guided Reading in by utilizing the R & D reading materials: The greatest values of these is that they are "prototypic" and can be adapted readily to any school system intent upon improving its reading program.

II

THE COMPONENTS OF THE PROTOTYPIC SYSTEM OF READING INSTRUCTION

THE OUTLINE OF READING SKILLS

This is the core of the Prototypic System of Reading Instruction: a scope and sequence statement which outlines the skills normally taught in kindergarten to grade six. There are six major areas in the Outline of Reading Skills (Otto & Peterson, 1969): I. Word Attack; II. Comprehension; III. Study Skills; IV. Self-Directed Reading; V. Interpretive Reading; and VI. Creative Reading. Under each of the major areas are five levels of skills mastery; the 150 items comprising Levels A through E serve as a guide to teachers to assess that mastery:

Level	Approximate Equivalence
A	Kindergarten
B	First Grade
C	Second Grade
D	Third Grade
E	Fourth, Fifth, and Sixth Grades

Children may be working at different levels with different combinations of skills in each Unit, I--V.

INDIVIDUAL READING SKILL DEVELOPMENT RECORD

The Outline is printed on a colored index file folder. Spaces are provided and aligned with each of the named skills to record each child's reading development. Teacher observation of the child's mastery is recorded for each specific skill.

BEHAVIORAL OBJECTIVES

Guidelines for assessing skill mastery were written as behavioral objectives in Areas I, II, and III (Word Attack, Comprehension, and Study Skills), since these necessitate consensual behavioral responses which are easily solicited with little distortion of the basic skills. The remaining areas (IV., V., and VI., Self-Directed Reading, Creative Reading, and Interpretive Reading, respectively) demand student responses which are generally idiosyncratic and unsolicited; they are not, therefore, amenable to description in the usual behavioral objective.

WISCONSIN EXPANDING INVENTORY OF READING DEVELOPMENT (WEIRD)

A major component of the Prototypic Reading System, WEIRD, is a series of group assessment tests of reading behavior for the initial placement of children. These assessment exercises were constructed according to behavioral objective specifications and keyed to the Outline. Using these exercises, skills which are shown to have been mastered can be recorded, thereby keeping current records of each child's progress.

Not all of the behaviors sought by the objectives are amenable to measurement in a group situation, however, and WEIRD (Otto, 1967) does not measure every objective.

INDIVIDUAL ASSESSMENT EXERCISES

Designed for individual administration, these exercises are keyed to the Outline and to the Behavioral Objectives. No norms are provided for these exercises; they are expected to yield more information than just a score. Also, the teacher is urged to consider the exercise as just one sample of skill mastery and to temper the interpretation of the results with other observations.

THE COMPENDIUM

The Compendium of Reading Materials and Teaching Techniques for the Wisconsin Prototypic Systems of Reading Instruction (Ellison, 1969) expedites the teacher's quest for specific teaching materials. Arranged according to the Outline, it contains specific references to page and passage from selected sources for those skills outlined in Areas I, II, and III.

III

WILSON'S SYSTEM FOR READING ASSESSMENT AND EDUCATION

The development of assessment procedures for the six skill areas on the outline has been uneven. The first area to have refined group tests available was Word Attack Skills. Systematic procedures for assessing Comprehension and Study Skills are in the developmental stages. The school's system for assessment and evaluation therefore focuses on the first three cognitive skill areas in the outline.

Nevertheless, the outline of reading skills together with group and individual assessment exercises have enabled the Wilson staff to set tentative school performance goals and individual reading objectives. The initial efforts in establishing the goals and assessing attainment of objectives is described in this Chapter. It is anticipated that subsequent efforts will produce more realistic goals and procedures for individualizing the assessment of children's reading skills.

SCHOOL WORD-ATTACK PERFORMANCE GOALS

From the Wilson-developed schema for utilizing PSRI came the parallel assessment and expectations for the complete program from the first to the seventh school year. Table I demonstrates the percentage of individual Word Attack Skill mastery to be accomplished by the average child in each I.Q. band. For example, the Wilson goal is to have children in the 60-79 I.Q. band

TABLE 1

Wilson's Word Attack Performance Goals for School Year Ending

IQ Rank		1st Year	3rd Year	5th Year	7th Year
60-79	A	42	100	100	100
	B		42	70	84
	C			35	55
	D				14
80-94	A	70	100	100	100
	B	7	90	91	100
	C			35	70
	D			14	56
95-109	A	84	100	100	100
	B	14	63	100	100
	C		21	80	100
	D			70	84
110-140	A	100	100	100	100
	B	21	77	100	100
	C		21	100	100
	D		7	100	100

The Table shows the word attack achievement expectations for the "average" child in each IQ band.

at the end of the first year, to have mastered, on the average, 42% of the Work Attack Skills.

Noteworthy also is the fact that even within an I.Q. band and year, performance is spread out across several skill levels. For instance, for the 80-94 I.Q. band fifth year students might be working in Levels B, C, or D.

In assessing the mastery of the performance goals, the Wilson staff utilizes any or all of three evaluative procedures:

1. Teacher observational judgment
2. 80% - 100% mastery on the Individual Assessment Instrument (PSRI)
3. 80% - 100% mastery on WEIRD Group Assessment Exercises

UNIT PROCEDURES FOR THE ASSESSMENT OF READING SKILLS

Interpretive test data form the bases for each unit's instructional objectives for each child. On the following pages, each of the units presents ways to utilize these assessment data, as well as child accounting forms and techniques for efficiently and effectively implementing individually guided reading.

UNIT I

Unit I used the prototypic skill folder as a beacon for behavioral goals. Beginning in the first week of school, it is apparent that some children will have mastered some skills before entering kindergarten because of advanced achievement. These skills can be recorded immediately as the teacher observes them. The majority

of children, however, needs to adjust to the school situation before the teacher initiates formal work on reading skills.

TESTING

During the first week of school, the teacher selects the WEIRD tests and administers them in a one-to-one or small group (up to six children) situation; an aide or another teacher supervises the remainder of the class while the testing is done. When a child reveals inability, confusion, or frustration during a test, the teacher should intervene, comment positively on his attempts, and then return him to the regular classroom activity. Some children may not be assessed in certain areas because these skills obviously have not been developed to a measurable level.

In utilizing a concept of staggered testing, homogeneous achievement grouping facilitates test administration because more capable children will work more rapidly and should not be forced to wait for slower children to complete the items. When working with lower achievers, decrease group size to six or less to allow for greater teacher observation and guidance. The time required in testing procedures should vary with such factors as environment, group size, achievement levels, and the skill to be tested. Small groups of two to six can be observed, motivated, and guided more easily than larger groups (7 to 12 children). Rapid learners may be placed in larger groups because they tend to work more independently. Time requirements vary with skill complexity, such as color identification--visual discrimination between phases.

READING AND UTILIZING TEST SCORES

The teacher determines the number of correct responses which will be accepted as mastery for each test which is a score of 80% to 100% on WEIRD tests. The aides score the tests and record mastery on unit charts. All children in the unit are listed vertically in alphabetical order at the left; all the Level A skills are listed horizontally at the top; and each child has a square on the chart for each specific skill. This square is colored after the child demonstrates that particular skill mastery.

During the year the children can easily be placed into skill groupings for further study; each child should always be working at his appropriate learning level. His progress should be reassessed often and his mastery should be recorded immediately. The teacher should have the child record his skill directly so he becomes aware of his accomplishment. Extrinsic rewards may be used also. At the end of the year, clarical aides transfer mastery information from the unit chart to the individual prototypic folders, checking each skill mastered during the year in a specific color. The next school year will be represented by a new color.

UNIT II

INITIAL TESTING

Because of group test availability, it is possible to select small groups of students (five to ten) and test them under ideal testing conditions. Paramount to the actual testing are the criteria

to be established which will effect the total system and produce reliable and valid results: these criteria are 1) available time, 2) available space, 3) knowledge of the tests and what they purport to measure, and 4) purpose of the specific test and how it will implement the PRS.

The prototypic testing can serve four major functions: 1) Pre-test: formulate instructional groups, assess achievement levels, and place individual students; 2) Posttest: discover individual skill mastery; 3) Re-evaluate: student progress and knowledge gained through classroom exposure (this may be done on an individual or group basis); and 4) Re-define: instructional goals and objectives may need to be restructured.

During the second week of school, the initial testing of, for example, Level A skills in word recognition, can be used as a review of skills covered in the kindergarten year. Level B skills, which correlate with those in Level A, e.g., initial consonant sounds, can also be tested with children who appear to be on a higher achievement level. If the teacher finds the child doing independent work in the learning center which covers areas in the PRS and is mastering these Level B skills, the child can be tested. Children often use the "Ginn Word Enrichment Series" and "Phonics-We-Use" (Lyons & Cornahan) workbooks as independent, individually guided work; these skills correlate directly with those in PRS. It is obviously not necessary to retest a child on this work. Utilization of the prototypic then becomes a guide to further progress.

Children who prefer a very self-directed, self-selected learning type may learn effectively from older children or older models; individual assessment of these children will permit them to be challenged and interested in tasks in which they may develop higher mastery levels. Children who need a more structured learning situation also often need a more concentrated period of drill and practice to assure their mastery. Then they may be tested individually and in small groups when they are ready and confident. At this early level, children with short attention spans, emotional difficulties, hearing and speech problems, or other physical handicaps should be tested individually.

A PRS goal is that testing should not be an end in itself; it should be viewed as a means to an end, the ultimate improvement of instruction and a better pacing pattern of the teaching-learning situation. Time for testing should not be taken when the skills have not been taught or reviewed except in cases where the student may show extraordinary progress or facility in learning independently.

It is feasible to use Level A during the first two weeks of school in the lower primary level to evaluate and group the children for skills in which they need further work. Since Level A skills deal with the traditional readiness format, the teacher is able to use this as the first assessment instrument which the child encounters. Also, if the child feels success in being able to comprehend, follow directions, and accomplish tasks, he will have a positive attitude toward further testing, which can be done in small groups or individually.

The security that the low achiever may feel with an adult's guidance provides an excellent learning-assessment situation; feedback comes immediately. If the teacher finds the child is not understanding directions or seems confused, he may stop and go into other less-frustrating activities with the child.

In Unit II, the Unit Leader, teachers, and aides all tested the three main components of PRS. Children at this level should not be tested beyond 30 minutes; this has been proven to be realistic and the child does not become frustrated or bored with the task. The Unit Leader handles the testing (assessment and evaluation) of new children; when skills needed re-testing, small group or individual tests were given by a teacher or the Unit Leader. The results or feedback to the reading teacher were given promptly and used in the student's proper skill group placement.

Pre-testing was done only in cases where teacher judgment was felt to be inadequate or doubtful. If the teacher recognized that the student exhibited a skill mastery, e.g., consonant ending, the test was given, scored, evaluated, and posted; if mastery were achieved, the student progressed to another skill, e.g., blends. In this way, groups were kept flexible and heterogeneous with a constant changing of members which encouraged interaction and new instruction techniques for teachers and students.

Test results were posted on a mastery sheet, typed in triplicate, and copies given to team members. Each teacher could examine the total unit and relate the instructional program to the PRS objectives. This

overall view serves as a guide for teachers, as well as a guide to student progress and goal-setting behaviors. It is an important motivational tool for the child to see himself meeting new goals and higher levels. Therefore, it is recommended that profiles are maintained not only by the unit teachers, but by each child. The criterion established for mastery was decided by the unit itself; if the child had achieved 80% mastery of a skill, he had mastered that skill.

The use of aides in providing the forms, recording data, and relaying feedback was of tremendous help and importance in organizing, recording, and accounting for child progress. The point to be stressed is that feedback must be directed to the proper channels so that implementation and reorganization of future groups and teaching of future skills can be immediately and effectively handled by the classroom teacher.

The PRS is used as a parallelism with the basal reading program. In the initial planning stages, the Wilson units used the PRS as a planning-for-instruction device and as a source of guidelines to be used with the basal reader and its skill development program. The beginning teacher is then able to develop a comprehensive system of instruction.

The testing schedule took account of these factors: group size, readiness, goal achievement, and group or individual achievement. The first two weeks in September, all first graders took Level A;

this provided the starting point; from then, as achievement groups learned basic structural word recognition skills, they were tested in small groups or individually. The high achievers were tested in large group (30) on Level B, Study Skills. Low achievers were tested in groups of three to six on the Study Skills and Word Recognition Skills. The children who were not being tested were involved in task-differentiated behaviors in the classroom, e.g., basal instruction, learning center, independent study, games, workbook, exercises, and library reading.

UNITS III AND IV

TESTING

With the availability of WEIRD tests, the PRS is implemented by giving group, rather, than individual, tests; this serves as a pretest for assessment purposes. The first major area, Word Attack Skill, puts a limit on comprehension skills and study skills. Also, word decoding skills are considered basic in all areas of reading.

The fall testing should be given immediately after school opens. Past performance and teacher judgment determine which test should be given. If a child's PRS folder indicated proficiency in a certain skill throughout the school year, he will not have to be tested on that skill at this time. If he gained proficiency quite late in the previous year, he should be tested again. Assessing the reading needs before the school year gets under way gives direction and specificity to a child's learning and avoids frustrations or needless

repetition. Results of the assessment are used more directly than in a traditional basal approach. A prototypic approach focusses on well-defined skills to be taught.

In the Wilson situation, Level A was given to approximately 25% of the less able pupils. Level B to the middle 50%, and Level C to the more able 25%. In choosing Word Attack Level, consider that outstanding readers may be relying heavily on context and experience so that their word attack skills may be less adequate than a middle group's skills. The level of comprehension and study skills tests for this group could be higher than the word attack level.

The Wilson staff looked at the results, determined the needs, and then set priorities among the "need" areas. They worked with first priority needs in small groups; as the child showed mastery, he was given an individual assessment exercise. After this, the priorities were re-defined. If several children were ready for testing at the same time, the test, which could be given by an aide or a teacher, would be administered individually on the same day. The individual test serves as a posttest for progress evaluation. The flexibility of individual testing allows a child to leave one group and advance to another when he is ready. This is more efficient than waiting for everyone in a group to master a skill. The children who are not being tested, work independently on language experience materials, creative seatwork, or free reading in the room, the library, or in an Instructional Media Center. Other possibilities include older children or volunteer mothers working with individual, or groups of, children.

TESTING CONDITIONS

The teachers gave the tests, the group size and testing time varying with the children's abilities, as well as with the explanation and skill being tested. Group size varied from 6 to 15 pupils. Usually, only parts of the tests were given at one sitting. The more able pupils were tested in larger groups for a longer time period up to a group maximum of 45 minutes, while the less able pupils were placed in small groups for a shorter testing time, a maximum of 16 minutes. If a child needed more time, he was allowed to finish. WEIRD manual suggestions were followed to divide administration test time. Occasionally, the teacher also used her own discretion as to how much testing would be appropriate for a certain group at one sitting. Make-up testing for absentees or new pupils was given by the instructional aide. Teachers who were giving the test for the first time to their group would also include any child who needed the make-up test.

UNIT IV

All Unit V children, initially grouped into four different sections and evaluated on the suitability of either a rather stably structured or a rather unstructured program, were placed into four groups in an individualized reading program. Each child was given a reading folder in which he recorded his selection of books and related reading activities; he also accounted for his reading progress through 10- to 15-minute conferences with his teacher about once a week.

Teacher assessment of reading interest level and independent read-

ing level, as well as comprehension and word attack skills, determined reading difficulties and group placement, largely heterogeneous in nature, activity, and achievement levels. Leadership qualities and learning styles of the children and the various modes of learning are considered in setting up each child's individualized reading program.

The Wilson staff concluded that one way to enter PRS was to completely divorce itself from the usual three-ability groupings used in teaching reading; this was more easily facilitated at the upper intermediate level because most children at that level can read independently. Previous skill development and reading ability in the individualized reading system provided a good background for implementing the prototypic system.

TESTING

The initial WEIRD group testing begins within the first 2 weeks of the school year; in the interim before actual skills are taught, two aspects are initiated: teacher-student associations with students' reading rooms and familiarization with the individualized reading program.

The Wilson staff chose Level C, Word Attack Skills, as an appropriate testing start for the intermediate children to obtain a complete inventory of mastered skills; Level C was used because the skills fall approximately 1 year below the level of the children's mastery. The staff also analyzed previous reading records to approximate the reading level at which the children were functioning.

Group size ranged from a one-to-one situation to a class of 35 or more, depending upon the test selected. The time element for test administration is considered minimal for it is from these initial tests that the bases are laid for skill development throughout the school year. As an approximation, the initial testing should be finished within a week's time, testing 1 hour a day, during which a child should be able to complete 3 or 4 subtests per hour.

Make-up testing can be given by either the instructional aide or by the teacher; during unit meetings, teachers may discuss which tests they are using and switch children between rooms to accomplish testing or periodic assessment of children within the program. The testing of new pupils is handled in much the same way.

After the tests are given, they are corrected initially by the teacher; if the aides were used, results would be delayed and the child could not be finally assessed and placed. During the teacher-student familiarization, the initial errors could be corrected and the assessment could be more accurate. Later in the year, the aides do the correcting; the entire test is given to the teacher for error assessment. All scores are retained as raw scores and mastery was considered attained when the child had 80% to 100% correct on any particular skill.

RESULTS

Results are tabulated in three different ways:

1) on a unit-wide basis; results are recorded on a large wall chart with skills listed horizontally and the children's

names running vertically at the left; a square for each skill and level is colored upon mastery.

2) by individual teachers; these smaller charts are usually constructed so that only one skill area or level is contained on one chart. These quick overviews of the entire unit or room are also used in grouping children for skill teaching.

3) by the individual child; his record keeping is used as a motivational device and for goal-setting purposes.

IV

UTILIZING LEARNING MODES TO IMPLEMENT THE PROTOTYPIC SYSTEM OF READING INSTRUCTION

The Wilson staff utilized four learning modes based upon learners' needs: the developmental (homogeneous) mode, the heterogeneous mode, the problem inquiry mode, and the independent study mode. The PSRI instruments were used to define the reading objectives and to assess the learners' reading skill and concept development. The feedback from WEIRD and the Individual Assessment tests challenged the staff to look for learning modes other than the traditional homogeneous developmental mode. Some of the other learning modes and guidelines for individually guided reading are:

1) DEVELOPMENTAL (Homogeneous) MODE:

Learners are grouped in narrow achievement bands to use basal readers and other materials geared to an apparent generally narrow performance level.

a. Learners within the narrow achievement bands receive treatments for specific academic skills and concepts.

b. Learners should receive a structural scope and sequence treatment, i.e., basal reader instruction.

c. Models (peers, older students, aides, and teachers) should react with learners to motivate good learning activities.

2) HETEROGENEOUS MODE:

Children are grouped in the broadest possible achievement bands

so that learners can emulate peers and help each other.

a. Teacher-students utilize a broad achievement performance band in communication.

b. Teachers should assume a counselor role, i.e., family doctor manner, with learners.

c. Learners should react favorably with teacher, counselor, and other learners.

d. Teachers insure that learner-leaders are available in the group for sound group dynamics.

e. Planners establish a proportionate number of boys and girls in the mode.

3) PROBLEM-INQUIRY MODE:

Children are grouped for short-term interest activities.

a. Learners can be placed in this mode who have a specific reading skill interest.

b. Learners can be placed for short-term intensive therapy treatments based upon common learner problems.

c. A teacher who has special reading skill and technique competencies acts as a catalyst for individual or group inquiry and therapy.

4) INDEPENDENT STUDY MODE:

This mode fosters and insures an environment to accomplish independent learning.

a. Learners function independently at different learning tasks.

b. Unit Leaders are responsible for planning, organizing,

guiding, and controlling the learning center mode.

c. At least one professional staff member plus an instructional aide should be in the learning center when utilized as a learning mode.

d. Two learning centers, one primary and one intermediate, will be utilized for greater individualized learning activity.

e. Teachers with special competencies (techniques, materials, subject) should function and guide more effective and efficient independent learning.

The different instructional units, operating with different age range groups, made the final decisions as to how the different learning modes would most effectively individualize the reading activities for learners in their units.

UNIT I

MODE	FOR	LEVEL	GROUP	AREA
Heterogeneous	knowledge and interpretation	low cognitive	large	
	Analysis and synthesis	higher cognitive	small (peers act as models)	IV, V, VI
Developmental Homogeneous	continuous sequential learning	desired terminal behavior	groupings	I, II, III
Independent Study				
Problem-inquiry	specific communication problems		small	

UNIT II

The Wilson staff used the developmental (homogeneous) mode more heavily in the Fall of 1967; because the basal text was used, the staff placed learners into three groups according to the Metropolitan Reading Test, teacher-pupil judgments, and skills in Level A. Unit teachers discovered that their roles in the Multiunit structure had become re-cast as guiders and counselors, rather than the traditional self-contained classroom teachers. This realization challenged the staff to individualize its reading program within the basal framework and to use PSRI to guide and pace instruction, thereby leading to the second, and heterogeneous, mode.

Children became actively involved in a variety of tasks, using a variety of materials and learning from each other. Child leaders soon emerged, helping their peers; discovery of facts and new approaches became child-directed. Interaction became a continuous, dynamic process, each child contributing to the total effort. The elimination of the barriers of slowness, misunderstanding, and non-participation shows that all children learned from one another. A child who had mastered a skill could become a "teacher" to others; these children, in turn, became anxious to accomplish their mastery so that they, too, could become "teachers." This was found to be a most effective motivational factor in skill mastery and presentation; the attitude was carried over to other subjects, i.e., "you help me in reading, I'll help you in math."

Observation and assessment of these groups developed the problem-inquiry mode. When it appeared that a certain number of children needed

remediation on a particular skill, a teacher could group three to five children, or perhaps individually, and work on specific communication problems. The other children were not delayed in progressing towards other and higher achievement levels. In helping the slower achiever, the teacher researches devices which will stimulate interest and provide for individual differences in those learners who achieve at their own pace. Children who have completed the short-term, problem-inquiry groups are retested and reevaluated; they may then return to the heterogeneous classroom.

The Learning Center, and the problem inquiry mode was a very popular learning tool in the Multiunit school; at times, the center was utilized by as many as 70 to 90 children who had completed their classroom tasks for which they were responsible. The varietyoof materials, visual aids, charts, games, programmed materials, etc., gave children the chance to become self-selected and self-directed. Teachers and the Unit leader could observe children interacting with other children and adults; and the children could prove to themselves that they could be active participants in the learning processes and feel worthy about themselves and their progress.

In Unit II, the most widely used modes were the heterogeneous, the problem-inquiry, and the Learning Center modes, all of which developed out of the homogeneous mode. All children at different times throughout the school year used all three. Each child made a commitment to the mode in which he felt most comfortable; he made the decision and therefore implementation was more easily accomplished.

UNITS III and IV

DEVELOPMENTAL (HOMOGENEOUS) GROUP

Since the 6-, 7-, 8-, and 9-year olds are learning to read, they need a structured scope and sequence treatment. Within the developmental mode, supplemented with the three other modes, all areas of reading are covered because children progress at different rates and have different needs. The materials utilized in this mode are a variety of basals.

INDEPENDENT LEARNING MODE

This treatment group provides for reinforcement, development of literacy appreciation, application in a research framework, reading around a theme with emphases on synthesis and critical and interpretive reading. Materials appropriate for this treatment include library books, literary readers, newspapers, magazines, reference books, audiovisual materials, and a variety of kits, as well as teacher-made materials.

At a younger age, approximately 6 pupils could work simultaneously in this mode, individually or in pairs, or in any other sized unit, according to their choice; the group size can increase with performance level. This mode can be implemented in a library, a school learning center, or an especially equipped and designated area for this purpose.

This mode is particularly good for developing general self-direction. It is not suitable for word recognition but it is designed for the areas of comprehension, study skills, self-directed reading, and interpretive and creative skills.

HETEROGENEOUS MODE

Children placed in various achievement levels and from different developmental treatments were regrouped on the bases of common needs and proficiencies. For example, work in sequence of events (Level B in Study Skills) might include 6- through 9-year olds; after the group was formed, one teacher assumed responsibility in treating this problem. Each teacher is involved during this period; she might be working with another heterogeneous group, supervising a study group, or helping a problem-inquiry group.

This learning mode is suitable for the areas of word attack skills, comprehension, and study skills, providing additional practice for unmastered skills in the developmental mode; group size may vary from 1 to 16. This treatment differs from the developmental and independent study modes in the amount of support and guidance provided by teachers, instructional aides, intermediate age or peer models, singly or in combination.

PROBLEM-INQUIRY MODE

Related to the heterogeneous and study modes, there is a difference in focus and problem attack methods. Given assessment data, the child identifies his problems, studies his profile; he then determines which problem he wants to solve at a particular time. He is given a special skill materials bibliography from which he may select from the list or use learning kits or games. The independent features of this mode are the self-selection of activities, self-corrections of work done on

overlays and materials in the learning kits, and independent judgement and records of progress made.

Group size may vary from 1 to 20, considering children's age group, achievement, self-motivation, available materials, space, and supporting staff. The child in this mode may work independently in a spontaneous group formed by child initiative with a model, an instructional aide, or teacher. This mode is suitable for the areas of word attack, comprehension, and study skills.

While the areas have been separately described, in practice, they overlap; for example, when a small group finishes its day's activities in the developmental mode, they may work in another learning mode for the balance of the communication skills period. The developmental mode may be interspersed with the other learning modes, using protypic materials. The choice of mode flows naturally from the child's achievement level and needs, his personality, and the strength of the teacher.

UNIT V

HETEROGENEOUS MODE

Of the four modes developed at Wilson, this mode is used to a higher degree. Group size and child-group placement are determined by considering individual leadership potential, peer relationships, and boy-girl ratio; group size may include as many as 40 pupils. In this mode the individualized reading program at the intermediate level is started and the PSRI is implemented. From this basic group, the children are regrouped into other modes after teacher observation and assessment.

PROBLEM-INQUIRY MODE

As teacher observation and assessment are recorded after the initial WEIRD testing, data recorded determine child placement. Group sizes vary from 1 to 15 children; those who do not fit into any problem-inquiry mode at a particular time are continued in their heterogeneous mode for individualized reading. There is no definite time limit to the problem-inquiry mode, although it should not continue so long that the learner becomes discouraged.

INDEPENDENT LEARNING CENTER MODE

This mode can be an extension of work done in both the heterogeneous and problem-inquiry modes but in this mode, activities, materials, and time allotment are determined by teacher-student conferences.

DEVELOPMENTAL MODE

Basically a structured scope-and-sequence learning treatment, this mode includes learners who do not work well in any of the other modes. Teachers, too, have been found to perform more effectively in this mode. When these have been identified and recognized, they should be placed in this teacher-student approach. When so doing, the initial assessment should be kept foremost in mind.

V

ORGANIZATION FOR INSTRUCTION

INTRODUCTION

The concept of staff utilization and labor-division roles needs to be expanded both horizontally and vertically so that effective specialization disperses and diffuses subject skill areas, techniques, group sizes, and personality factors. To provide an effective structural learning environment, the PSRI-developed compendium is used to identify appropriate instructional materials for each of the different learning modes. Space, time, and instructional hardware also need to be integrated into a structured organizational atmosphere.

INTERACTION CHART (Figure 1)

The Wilson pupils and the PSRI components provide continuous interaction as do the surrounding elements of modes and materials. Close examination of the interaction chart reveals cycles for retesting and reevaluation useful in optimizing staff resources and materials.

SCHEMA FOR UTILIZING AND ASSESSING PSRI COMPONENTS

The following pages show Areas I through VI and how each of the five levels progress towards completion of the 150 items of mastery; Modes, materials, activities, and assessments are organized to implement the PSRI components.

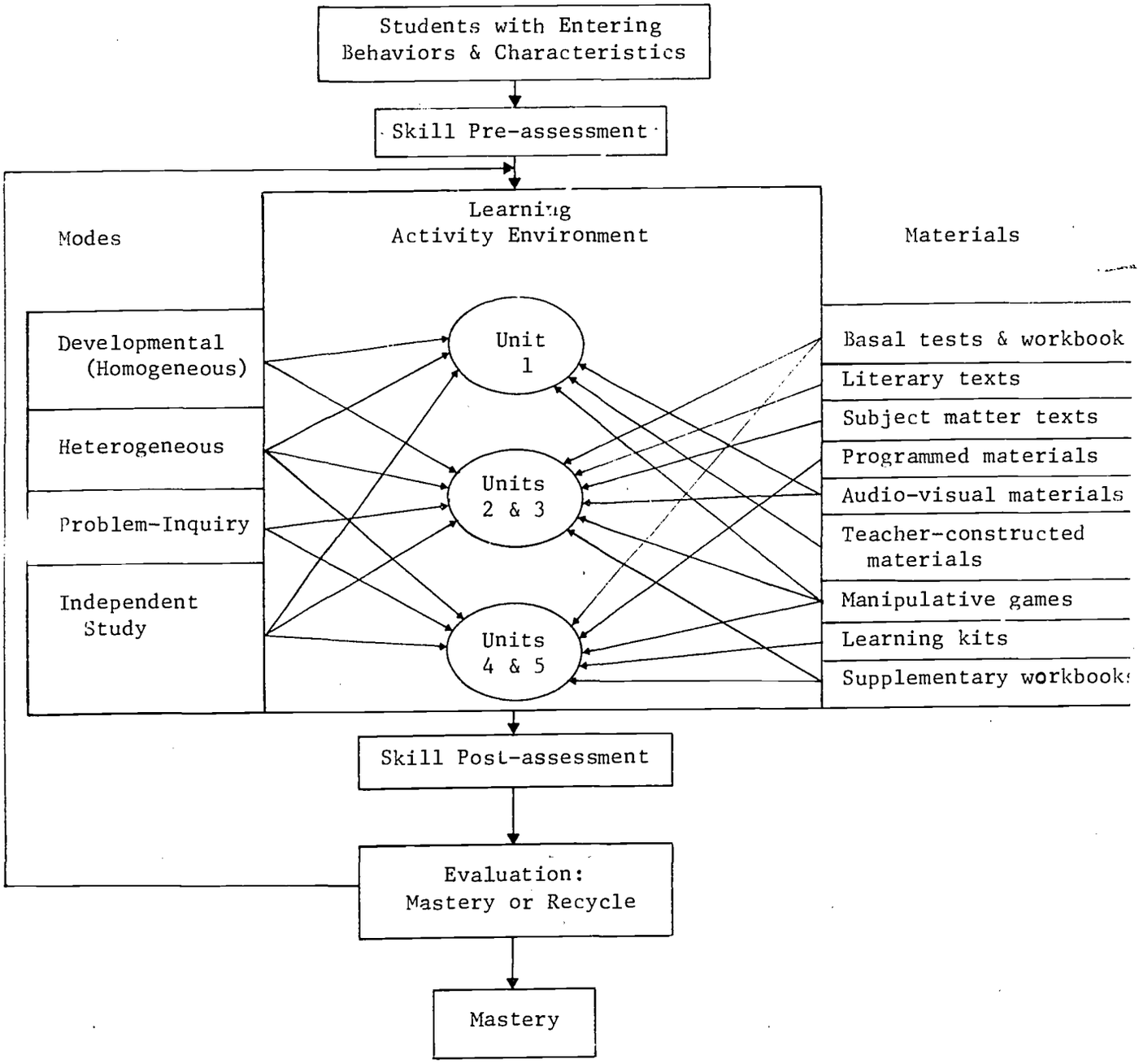


Figure 1: INTERACTION OF WILSON PUPILS AND THE PROTOTYPIC SYSTEM OF READING INSTRUCTION

CHILD ACCOUNTING CHART

WEIRD testing in Areas II through V starts early in the school year; in Area I, the testing is done later. Administration, testing, and scoring are done on the Child Accounting charts; teacher observation and assessment determine grouping children into the respective modes. While this suggested format for child accounting falls into Area I, Word Attack, Level A and Comprehension, Level A, similar forms may be used for the other Areas and Levels. A sample chart follows on the next page.

	Word Attack - A								Comprehension - A							
	Rhyming words	Rhyming phrases & verses	Likenesses & differences-Pictures	Letters and numbers	Words and phrases	Distinguishes colors	Initial consonant sounds	Attention and concentration span	Remembers details	Increases vocabulary by listening	Constructs a story	Anticipates outcome of stories	Interprets pictures critically	Identifies main characters		
1. Name		*														
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* Shading indicates mastery

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level A 1. Listens for rhyming elements	1			
a. Words	Heterogeneous (Broad Band)	None	Recite simple familiar rhymes i. e., "1, 2, Buckle my shoe...." and ask children to listen for things that sound the same. They will discover the rhyme. Then have the children make up their own rhyming words.	WEIRD group test
	Independent 1 - 1	Teacher-made or commercial rhyming word puzzles	The child sets out all the picture-puzzle pieces and fits together the pairs which rhyme.	Individual test
b. Phrases and verses	Developmental Homogeneous (Narrow Band)	Mother Goose Picture Book	Teacher recites a familiar rhyme suggested by a picture from the book, but she stops at the last phrase or verse, leading the children to complete it. Then it becomes a child's turn to select a rhyme to say from the book with the other children completing the phrase or chanting along.	WEIRD group test
	Heterogeneous (Broad Band)	Story Book - simple level written in rhyme	The teacher reads the story until most of the children are familiar with the style. Then she begins leaving out the last (obvious rhyming) word ending the sentence. She may leave out phrases or verses if the children reveal the ability to complete it.	Individual test for those who led in responses.

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level A 2. Notices likenesses and differences				
a. Pictures (shapes)	Heterogeneous (Broad Band)	Room Environment - be sure that circles, squares, rectangles, etc. are visible	Teacher direction, "Johnny (a child who has the ability), go and touch something that is round like a circle. Good. How did you know? Can we all touch something in our room that is a round circle?" Continue with another example of a circle, then go on to other basic shapes.	WEIRD or Individual, or Diagnostic Worksheet
	Problem-Inquiry	Chalk, blackboard	Teacher draws large circle on board then has children draw it in the air, varying sizes, then on the back of a partner, then in air again. Repeat with other shapes.	Individual or Diagnostic Worksheet
b. Letters and Numbers	Developmental Homogeneous (Narrow Band)	Chalk, blackboard	Teacher prints 10 capital letters, small letters, or the numerals from 0 to 10 on the board at the children's level. Then she duplicates one at the side and selects a child to erase the one that looks the same as the one she just drew. The children choose each other as the teacher varies her sample.	WEIRD test
	Problem-Inquiry	Large newsprint paper, 1 crayon per child, same for teacher.	The children draw letters and numerals in the air, identify them on a bulletin board, and draw them on the newsprint.	Individual Assessment

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level A 2. Notices likenesses and differences				
c. Words and Phrases	Heterogeneous (Wide Band) 5 - 20	2" x 8" construction paper strips with name of child on each - teacher made	Take roll call daily in this manner for a few weeks, draw out observations as to how some names are short, long, begin with the same letter, or letters, etc.	Individual Assessment or Diagnostic Worksheet
	Developmental Homogeneous (Narrow Band)	Blackboard and chalk	Write a picture and word story with children supplying sentences. Reread often and draw out observations of common words throughout the story, i.e., the, it, on. Have children encircle duplicated words.	WEIRD test
Level A 3. Distinguishes colors	Independent	Magazine or catalogue	Child makes a scrapbook by cutting out pictures of things of 1 color at a time. Identifies the color to peers and/or adult.	Individual Assessment test
	Developmental Homogeneous (Narrow Band)	5" diameter circles with basic colors - teacher made	Game: "What's Missing?" Teacher and children sit in a circle. Teacher has children close their eyes, then selects one child to open his and take away one color circle, or more and sit on it. The other children open their eyes and raise their hand when they think they can identify the missing color or colors.	Individual or WEIRD group Assessment

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level A 4. Listens for initial consonant sounds				
	Heterogenous (Broad Band)	Literary text - written with a lot of alliteration	Teacher reads the book with encouragement to the children to repeat the alliteration in the phrases and identify the sound being repeated.	WEIRD
	Independent	Catalogues, magazines, paper, paste, scissors	Child cuts out pictures of objects having the same initial sound. He explains the booklet to peers and adults as he progresses.	If task is complete, mastery is already assured; supplement by test if you have any doubt.

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level B 1. Has a sight vocabulary of 50-100 words				
	Heterogeneous (Wide Band)	Teacher-made	Label objects in room environment and discuss frequently.	Individual of WEIRD
	Independent	Teacher-made	Child matches picture to word, finding pairs which match.	Individual Assessment
2. Follows a left-to right sequence	Heterogeneous (Broad Band)	Any literary materials, preferably quite simple.	Trace under the line of words with your finger as you read or as the child reads.	WEIRD or Individual Assessment
	Independent	Basal and Workbooks	Have child work with very simple tasks or worksheet pages which require this skill to achieve this end.	Independent Assessment

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level B 3. Has phonic analysis skills				
a. Consonant sounds 1) Beginning	Independent	Records and Tapes - new materials Manipulative Games	After original direction of teacher, 2 or more children play. Child moves marker to picture as many spaces ahead as determined by spinner. He must say 2 other words with same initial sound.	Individual Assessment
	Developmental Homogeneous (Narrow Band)	Blackboard, chalk, eraser	Small discussion group. Teacher leads game of "I Went on a Trip and Took Along..." with children each adding an article beginning with a specific initial sound. Teacher prints item on board.	WEIRD test
2) Ending	Independent	Teacher-made	Child selects pictures of objects which end with the same consonant and make a list of the words.	Individual Assessment or Diagnostic Worksheet
	Problem-Inquiry		Teacher says a word and the child or children tell what sound or letter it ends with. Teacher may give out chain-unitable objects. The child with the most at the end wins.	WEIRD or Diagnostic Worksheet

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level B 3. Has phonic analysis skills				
b. Consonant blends	Developmental Homogeneous	Basal and Workbooks	Have children find blend words in a story they're reading, and list them on class charts.	WEIRD
	Problem-Inquiry	Magazines, Catalogues, Programmed Materials, Manipulative Games	Each child or group finds pictures of objects beginning with blends.	Individual Assessment
c. Rhyming Elements	Heterogeneous	Filmstrips - Audio-visual Aids, "Talking Time"	Pupil-teacher interaction as groups of words are flashed on board and children find and encircle rhyming word.	WEIRD
	Problem-Inquiry	Audio-visual materials Tapes and Records	Child listens to tape and encircles rhyming words listed in workbook.	Individual Assessment and/or Diagnostic Worksheet

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level B 3. Has phonic analysis skills				
d. Short Vowels	Developmental Homogeneous	Basal and Workbook	Child pronounces vocabulary put on blackboard from a chalkboard word list of familiar short vowel words.	WEIRD
	Problem-Inquiry	Programmed Materials	Distinguishing short vowel words from a list of words.	Individual or Diagnostic Sheet
e. Simple consonant digraphs	Developmental Homogeneous	Teacher-made	Given a list of words, the child will select the proper digraph when they are pronounced.	WEIRD
	Problem-Inquiry	Programmed materials Audio-visual	When pictures are flashed, child X responds with the name of the pictures and correct digraph.	Individual or Diagnostic Sheet

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level B 4. Has structural and analysis skills				
a. Compound Words	Developmental (Homogeneous)	Basal Readers	After teacher explanation, child goes through story and selects compound words.	WEIRD
	Problem-Inquiry	Teacher-made	A worksheet made by children which divides the words on one half and puts them together in the center of the page.	Individual
b. Contractions	Developmental (Homogeneous)	Word lists Charts Basal Readers	Given a list of phrases, the child forms the contraction.	
	Problem-Inquiry	Programmed materials	Given a list of words that form the "root" of the contraction, the child supplies the proper ending.	

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level B 4. Has structural and analysis skills				
c. Base words and endings	Heterogeneous	Teacher-made	Given a list of words, the child underlines the base word, written in English.	WEIRD
	Independent (1 to 1)	Programmed materials	Supplied with endings (cardboard), the child applies them to base words and reads entire words.	Individual Diagnostic Worksheets
d. Plurals	Developmental (Homogeneous)	Basal Readers Audio-visual	Have children select words from stories they have read which mean more than one object.	WEIRD
	Independent (1 to 1)	Programmed	Working with a buddy, one states the singular form and the other responds with the plural.	Diagnostic Worksheet Individual Assessment Sheet

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level B 4. Has structural and analysis skills				
e. Possessives	Developmental (Homogeneous)	Basal Readers	In selecting objects around the room, have the children identify ownership. Write the form on the board, e.g., Mary's book.	
	Problem-Inquiry	Programmed materials	Uses forms in original stories. Choose the right word form to fill in the blank.	

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 1. Has a sight vocabulary of 100-170 words				
	Developmental	Basal Readers	Teacher presents new words at beginning of a new story.	Group WEIRD test C_1
		Literary Readers	Child reads to reinforce vocabulary	
		Programmed Reading	Child reads word lists	
	Independent 1 to 1	Flashcards	Child says words to a buddy	Individual Assessment Test C_1
		Tachiscope Learning kits		
2. Has phonic-analysis skills a. Consonant and their variant sounds c, g, s	Problem-Inquiry	Audio-visual material Filmstrip, Transparency	Pupil-teacher interaction Child pronounces words that the teacher lists on the chalkboard.	Group WEIRD test C_2
	Independent	Teacher-developed activity	Child indicates the hard or soft sound of the letter on teacher-made material. Child lists words in appropriate columns as to the sounds.	Individual Assessment Test C_2

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 2. Has phonic-analysis skills				
b. Consonant blends	Developmental (10-15)	Basal Readers	List words with a blend, from their reading story; say the words. Listen for blend sounds.	Group WEIRD test $C_{2(b)}$
		Audio-visual		
	Independent 1 to 1	Programmed materials Supplementary Workbooks	Underline words with a blend. Completing sentences, pronounce words to a buddy, aide or teacher.	Individual Assessment Test $C_{2(b)}$
c. Vowel sounds 1) Long	Developmental (8-10)	Auditory tapes, records class exercise	Clapping game to provide practice for discrimination. Listening experiences teacher writes words as children say them.	Group WEIRD test $C_{2(c)}$
	Problem-Inquiry	Programmed materials Supplementary Workbooks	Write the word with the vowel sound.	Individual Assessmnet Test $C_{2(c)}$
		Manipulative Games	Underline words with the long vowel sound.	

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 2. Has phonic-analysis skills				
c. Vowel sounds 2) Vowel plus r	Developmental (8-10)	Multi-Basal Readers	Auditory discrimination Pupil teacher interaction; practice using rhyming words	Group WEIRD Test C_{c2}
	Problem-Inquiry (small group)	Programmed materials Supplementary Workbooks Manipulative games Teacher- made material	Riddles Fill in the blanks, label pictures Buddy system	Individual Assessment Test C_{c2}
Level C c. Vowel sounds 3) a plus l	Developmental (8-10)	Multi-Basal Readers	Auditory discrimination, choose a cue word. Circle word in a chalkboard list with an al sound.	WEIRD Group Test C_{c3}
	Independent	Programmed materials Supplementary Workbook Teacher-made Manipulative games, use the Buddy or Model system	Underline the correct word as words are pronounced. Write the word.	Individual Assessment Test C_{c3}

e-Assessed rd Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 2. Has phonic analysis skills				
c. Vowel sounds 4) a plus w	Developmental (8-10)	Multi-Basal Texts	Auditory discrimination Rhyming words Find words in the reading story that has the aw sound.	WEIRD Group Test Level $C_{(c4)}$
	Independent 1 to 1	Teacher-made materials Programmed materials Supplementary Workbooks Manipulative games	Complete the sentences using a word list. Write a list of words.	Individual Assessment Test $C_{(c4)}$
c. Vowel sounds 5) Diphthongs oi, oy, ou, ow, ew	Developmental (8-10)	Multi-Basal Text	Chalkboard exercise, pronounce words listed. Identify the diphthong in nonsense words pronounced by the teacher.	WEIRD Group Test Level C_{c5}
	Problem-Inquiry (5-6)		Read aloud, using controlled reader	
	Independent (1-1)	Programmed materials Supplementary Workbooks Manipulative games with Model	Underline the word with diphthongs. Complete sentences.	Individual Assessment Test $C_{c\ 5}$

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 2. Has phonic analyses skills				
c. Vowel sounds 6) Long and short oo	Developmental (8-10)	Multi-Basal Text Pictures	Teacher-Learner interaction Find and list words with the oo sound. Say the picture word. Hear the sounds. Write the words.	WEIRD Group Test Level C oo
	Independent 1-1 or alone	Programmed materials Supplementary Workbooks	Complete sentences Underline words that have the sound	
Level C d. Vowel rules 1. short vowel 2. silent E 3. two vowels 4. final vowel	Independent	Teacher-made materials content areas of the curriculum Learning kits	Teacher listens to assess application. Pupil pronounces real words and nonsense words	Teacher observation for application of vowel rules

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 2. Has phonic analysis skills				
e. Common Consonant Digraphs ch, th, sh, wh, nk, ng	Developmental (10-12)	Audio-visual materials Multi-Basal Texts	Develop auditory discrimination rhyming riddles	Group WEIRD Test Level C_{2e}
	Problem-Inquiry (6-8)	Programmed Materials	Matching exercises Filling in blanks	Individual Assessment Test Level C_{2e}
	Independent (1 - 1)	Supplementary Workbooks Programmed Materials Manipulative Games	Write the words. Choose the game dealing with digraphs. Change the last letter in the word to a digraph. Write the new word to complete the sentence.	
Level C 3. Has structured analysis skills a. Base words with prefixes and suffixes	Developmental (10-12)	Audio-visual Multi-Basal Texts	Child underlines the prefix on suffix on a class list. Add prefix or suffix to a base word.	Group WEIRD Test Level C 3(a)
	Problem-Inquiry	Supplementary Workbooks Programmed Material	Make new words by combining base words and prefixes or suffixes.	Individual Assessment Test Level C 3(a

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 3. Has structured analysis skills				
b. More difficult plural forms	Developmental	Multi-texts Audio-visual	Develop the meaning of the words plural and singular. Make a class word list.	Group WEIRD Test Level C 3b
	Independent	Programmed Materials Supplementary Workbooks	Classify words under the designated heading, singular, plural. Fill in blanks by changing singular to plurals.	Individual Assessment C-3b
Level C 4. Distinguishes among homonyms, synonyms, and antonyms a. Homonyms	Heterogeneous	Teacher-developed	Learners list as many homonyms as they can.	Individual Assessment C-4A
	Independent	Programmed Materials Supplementary Workbooks	Write the word that fits the meaning of the sentence.	

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 4. Distinguishes among homonyms, synonyms and antonyms				
b. synonyms antonyms	Developmental (10-15)	Multi-texts	Develop the meaning of the words synonyms and antonyms Underline words that mean the same, nearly the same, or opposites.	Group WEIRD Test Level C-4b
	Independent (1 - 1)	Teacher-developed materials	Games Draw lines to words that have similar meaning, opposite meanings.	Individual Assessment Test Level C-4b
Level C 5. Has independent and varied word attack skills	Independent	Other content materials of the curriculum, newspapers magazines library books Learning kits	Learner reads; Teacher listens	Informal Reading Inventory Teacher Observation

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level C 6. Chooses appropriate meaning of multiple meaning words				
	Developmental (15-20)	Basal Audio-visual	Given a word leaner uses it in sentences of variant meanings	Group WEIRD Test Level C-6
	Independent	Independent commercial work materials	Given 3 different meanings of a word and have the child fit the correct meaning of the word in the given sentences.	

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level D 1. Has sight word vocabulary of 170 to 240 words				
	Developmental	Teacher-made	Flash cards of unknown words	Individual Assessment D-1
	Problem Inquiry	Teacher-made materials Basal Readers	Tachiscope Develop vocabulary at beginning of stories	
2. Has phonic analysis skills a. Three-letter consonant blends	Heterogeneous	Teacher-made	1. After identifying the three letter blends have students list words that start with such blends.	Individual Assessment D-2a
	Independent Study	Supplementary Workbooks	2. Adding the three letter blends to shorter words to make new words of different meanings, i.e. new - threw.	

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level D 2. Has phonic analysis skills				
b. Simple principles of silent letters	Heterogeneous	Audio-visual materials	Film strip with silent letters underlined to call attention to silent letters. Words are flashed for pronunciation.	Individual Assessment D-3a
	Independent Study	Supplementary Workbooks	Shows pictures of objects; spells these words correctly.	
3. Has structural analysis skills a. Syllablication	Developmental	Basal - Workbook	Explanation of rules and exercises from workbooks which reinforce basic rules.	
	Independent Study	Munipulative games	Syllable Count. Spin a top which has numbers on it. Child selects word with that number of syllables. On concept of Bingo.	

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level D 3. Has structured analysis skills				
b. Accent	Problem-Inquiry	Manipulative games	Using same game (syllable count) only child indicates which syllable is accented.	WEIRD Test 3b
	Independent Study	Programmed materials	Given list of words which are divided into syllables place accent correctly.	
c. schwa	Developmental	Basal text	Develop concept of schwa sound using words from within stories. Have children list words with schwa and indicate where it is.	Individual Test 3-c
	Problem Inquiry	Programmed materials	Lists of words are given and the child is to indicate syllables accent and which letters have a schwa sound.	

A SCHEME FOR UTILIZING PSRI COMPONENTS

Pre-Assessed Word Attack Skills	Modes	Materials	Activities Learner-Teacher	Achievement Assessment
Level D 3. Has structured analysis skills				
d. Possessives	Heterogeneous	1. Literary Texts	1. Pick out words in stories that show ownership	
		2. Teacher Construction	2. Give student exercises which contain sentences that have words showing ownership. Have child indicate such words.	WEIRD Test 3d
	Independent Studies	Supplementary Workbooks	3. Write sentences using words that show ownership.	

VI

STEVIE, JOHN, AND JOE: THEIR CASE STUDIES

PRIMARY

CASE STUDY NO. 1: STEVIE

Stevie (6.1, chronological age; IQ, 110) is a slim, black haired, blue-eyed child, alert, and enthusiastic. He needs constant challenging and direction to channel his energies and abilities into positive behavior. Although he seems to possess a good command of the basic concepts of his environment, he questions and wonders why it responds to his actions as it does. His is the background of a stable home; his peer relationships are excellent; he reveals leadership qualities and his peers seem to emulate Stevie's behavior. He responds well to discipline when his boyish attitude takes him into channels which teachers usually do not reinforce.

Stevie had taken an assessment test early in the year which covered all of the skill behaviors and attitudes to be gained by the children during the school year, e.g., motor coordination, visual perception, number and letter concepts, awareness of initial sound and rhyming words, etc. The test indicated that he had not mastered certain behaviors listed on the PSRI folder. By March, he and his peers had revealed a growing awareness in some of these areas and his teachers decided to begin more formal instruction for this group.

The WEIRD test sequence at Level A, Word Attack Skills, was given to the group. After teacher evaluation and assessment, it was shown

that Stevie had sufficient mastery of the following concepts: listening for rhyming elements, in words, phrases, and verses; distinguishing size, color, and shapes of objects; noticing small likenesses and differences in pictures, letters, numbers, and words and phrases. However, he had not mastered the concept of listening for initial consonant sounds. At this point, Stevie was placed in a small group in the problem-centered mode, with four other children who also needed this help. Meeting for 20 minutes a day with either the Unit Leader of the Aide, Stevie worked with materials (e.g., Ginn Consonant Kit, the Lyons & Carnahan Snail Trail game) and did independent work with the Ginn Word Enrichment Series on tape, actually listening to the sounds and having the tactile experience of recording sound on paper. The speech correctionist showed Stevie that certain sounds actually have muscular vibrations detectably by feeling, e.g., the "m" sound is "felt" by placing the hands on the throat and showing the position of the lips. Stevie then felt that he was ready to do some independent work.

Stevie's older brother helped him look through home magazines to make a scrap book which depicted objects which began with the sounds he had identified earlier. This project stimulated others in the group who also wanted to record their progress and the scrapbooks were then used as a motivational device when Stevie returned to his class: his teacher encouraged Stevie to explain his scrapbook to peers working on the same skill in a developmental (homogeneous) mode.

At this stage, it was decided that Stevie seemed ready to take an individual post test on this final Level A Skill (listening for initial

consonant sounds). The test was given, scored, and recorded by the instructional aide; and she relayed Stevie's progress to the teachers. He had completed this task successfully and during the testing situation, revealed mastery of certain study and comprehension skills. As he worked, he demonstrated an attention and concentration span suitable for his age. He was able to remember details and could follow two oral directions. He exhibited elementary work habits in working independently and accepting responsibility for completion and quality of work. His responses showed that he was able to coordinate eye-hand movements. These skills were recorded with the originally tested skill. Stevie's ability enabled him to master this skill in 4 days in an intensive short-term mode.

During the Unit planning session, Stevie's progress was discussed and it was decided to place him in a Developmental Mode for further assessment and instruction at the next level, Level B.

The guiding teacher then joined the group and suggested they complete the period playing a phonics game which reinforces this newly gained skill of supplying final consonants to words.

Within the Developmental Mode, Stevie was placed with an older male model who worked with Stevie 20 minutes a day in the Learning Center where there were various materials available. The older student printed the words Stevie dictated. Periodically during this session, the model stopped and questioned Stevie about the beginning letter. When the model printed the word "OHIO" Stevie suddenly said, "Hey, that begins the same way as it ends." The model, who through his own instructional sequence, realized that Stevie had discovered another facet of consonant sounds: recognizing endings. "Hey, Mrs. So-andSo, didja know Stevie gets ending, too?"

UNITS III and IV

CASE STUDY NO. 2: JOHN

John Janes (8.5, chronological age; IQ, 98) is a black-haired brown-eyed boy of average build; he is an active, energetic, sports-loving boy who can be easily motivated to learn. His family is in the average income range and enjoys fishing, ball playing, and picnicking together. His parents show normal, healthy interest in John's educational progress, having realistic expectations for a boy of his average ability.

John and others in his unit took the WEIRD test during the first month of school. Because it was evident through teacher judgment and John's past record, the WEIRD test was Level C in Word Attack, Skills, Comprehension, and Study Skills.

Tests were corrected by teachers and aides; the clerical aide recorded the results on the back of the test booklets which showed the student profile which was then detached and filed in the PSRI folder. For ready availability, the test results were recorded on other forms: skill area cards, class chart listing the skills, unit master chart, individual teacher notebook, and John's individual check list.

To determine John's priorities in Word Attack skills, the teacher used the class chart first. She observed that John needed phonic analysis work on long vowels and dipthongs, so she chose to work the earlier developmental skill, i.e., long vowels. Next she consulted her notebook to find out how many other children had the same need. If she had found a workable group needing that skill, she would have

planned that within her own class. However, she did not find an adequate number so she consulted the unit master chart or the skill card file for information on other children who needed this skill.

In a Unit meeting, she discussed John's needs relative to this specific skill and those of other children and planned a skill group with their teachers. Within this framework, there were two possibilities: she could have included other children to work with her problem inquiry mode or John could have been included in another teacher's learning mode.

Other alternatives would have been to present this skill on a one-to-one basis or if a developmental group had been concentrating on this same skill, John could have met with that group. He continued to work with his developmental group in the morning and in the afternoon he went into the problem-inquiry mode.

John's achievement level and needs, his personality, his self-motivation, and teacher strengths governed the decision as to which learning mode would best facilitate mastery. Since he had a specific reading skill problem, he was placed in a problem-centered mode. He received short-term intensive therapy treatment. The teacher acted as a catalyst for group inquiry and therapy. As John progressed with this skill, he functioned in the Independent Study mode in the Learning Center. In this mode, he worked alone or interacted with student models, peer models, teacher, unit leader, or an instructional aide over a weeklong span.

His individual folder contained a specific bibliography of materials related to that skill from which he could choose; materials on

this list were color coded and suited to his needs. He also used learning kits or games to give him practice. As he worked independently, he had the freedom to change his learning activity which might be within the same skill area or to other areas. John often chose to write creative stories on the chalkboard or in his creative story notebook. He sometimes chose to do self-directed reading.

John's teacher in the Developmental Mode reinforced the application of this skill and watched for independence.

At the Unit meeting, his progress in this particular skill was evaluated and it was decided that although others in the mode had not achieved skill matery, John was ready for assessment. The individual instrument was administered by the Instruction Aide. John demonstrated mastery and updated his own checklist. In a conference with his communication skills teacher, he examined his checklist and decided to work on base words with prefixes and suffixes in the Structural skills. If this skill had been seriously out of logical sequence, the teacher would have guided him to another choice.

CASE STUDY NO. 3: JOE

Joe Small (11.5, chronological age; IQ, 82) is very bowlegged and very short for his age, about 4 feet tall; he has blond hair, blue eyes, and a lot of freckles. Joe has a rather poor self-image of himself and is easily led by his peers. He comes from a low income, but a fairly stable, family. Joe has to be prodded constantly to do work.

Testing revealed that Joe had several deficiencies at the C level of Word Attack Skills. After charting Joe's scores on the class mastery chart, the teacher of his heterogeneous reading class found that there were four other children who had similar weaknesses.

At a Unit discussion, a problem inquiry mode was formed of 10 students with similar problems; a teacher was selected, based on teaching competency, to teach this mode and to determine its length. The time block used for instruction was set up and the students were made aware of the appointment.

When Joe was not involved with his problem-inquiry mode, he was involved in his heterogeneous reading program. Here, Joe continued reading in a book he selected. On the second day of this week, Joe's major reading teacher called a conference wherein she asked Joe the types of books he had read or was reading, checked on his comprehension, and, with Joe, evaluated his progress on his skill deficiencies as noted through group or individual assessment.

Within Joe's reading folder, there is a list of all skills at the C level; Aligned with each skill is a box which is colored in if the skill has been mastered. Through an evaluation of this list, Joe and his teacher have cooperatively chosen one skill on which to work. His teacher suggests materials useful in mastering that skill and asks Joe when he thinks he will be finished. Joe feels that he can do the work by Friday and so he has set a goal for himself.

During the rest of the week, Joe continues to participate in three different learning modes: the heterogeneous, problem inquiry, and independent. On Friday, Joe has a conference with his heterogeneous

mode teacher. As he feels that he has mastered the skill he set as a goal, he is reassessed with an individual assessment instrument. Through his independent work, he was able to master the selected skill and this block was colored in on both the teacher's chart and Joe's chart. Another goal was then selected.

Joe's problem-solving inquiry teacher felt that he sould continue in her group for a few more periods before being reassessed for mastery.

SUMMARY

In utilizing the PSRI, the Wilson staff has been able to change the reading curriculum to meet the individual learners' needs instead of forcing them through commercial textbook curricula.

The outline of reading skills gave a logical scope and sequence. The reading record folder, based on the outline, gave us a permanent child accounting instrument that could be used for the years the child is in school.

The behavioral objectives and outline of reading skills enabled us to establish performance goals for learners in our units in an effective and efficient manner. It seemed wise to utilize the PSRI and edit it to meet our needs instead of starting from "scratch" to build a reading curriculum for all children.

The WEIRD group assessment exercises and Individual Assessment exercises enabled the Wilson staff to identify what reading skills learners had, as well as those they needed to learn. It gave us the basis to make professional decisions about the reading instructional level of learners and their independent levels. These assessment instruments gave us a beginning point to start individualizing reading learning activities for each child.

The Compendium of Reading Materials and Teaching Techniques saved us hundreds of hours of teachers' time in identifying commercial

reading materials that could be used at appropriate reading skill levels. The teaching technique ideas gave us innovative approaches to helping learners master reading skills and concepts.

We hope that the reader of this paper can gain some insights about Individually Guided Reading from the details about our two experimental years of implementing the Prototypic System of Reading Instruction.

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