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ABSTRACT

This handbook provides guidelines for administrators and teachers for establishing classes that emphasize individualized programed learning. The suggestions are primarily for use in community adult school classrooms of standard size. Some of the "hows" of setting up the program are: (1) the utilization of the classroom (space, size, and furniture); (2) organizing a good recordkeeping system (student folders, course materials, tests and answer keys, and supplemental materials); (3) putting together the learning materials (course outlines and course segments); (4) providing student enrollment and placement; (5) how to spend your dollars; (6) the changing role of the teacher (as a counselor, test administrator, tutor, supervisor and bookkeeper, and curriculum specialist; and (7) how to evaluate your program (through checklists and flow charts). Appendixes provide further detailed help on district approved courses in programed instruction, courses not listed, adult schools with individualized learning centers, lists of publishers and vendors of instructional materials and equipment, samples of diagnostic placement tests, reading surveys, test publishers, budget priorities for learning centers, professional references, and a sample program to introduce programed instruction to new students. (BP)

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**result of this handbook is
to encourage you to try some
learning center ideas –
in action**

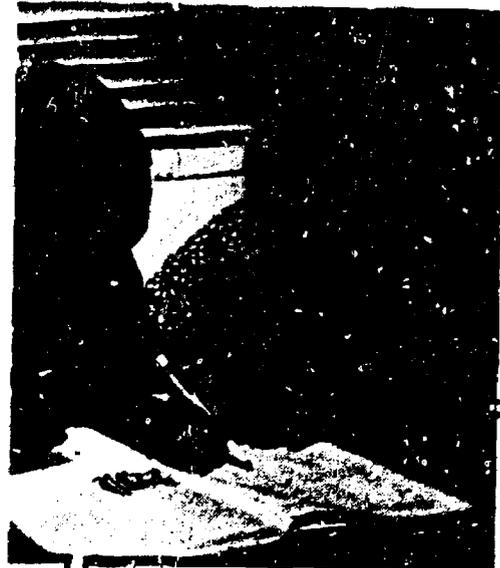


LEARNING CENTER IDEAS IN ACTION

This handbook is designed for those working in the Community Adult School. Its basic structure, however, can be used in secondary schools.

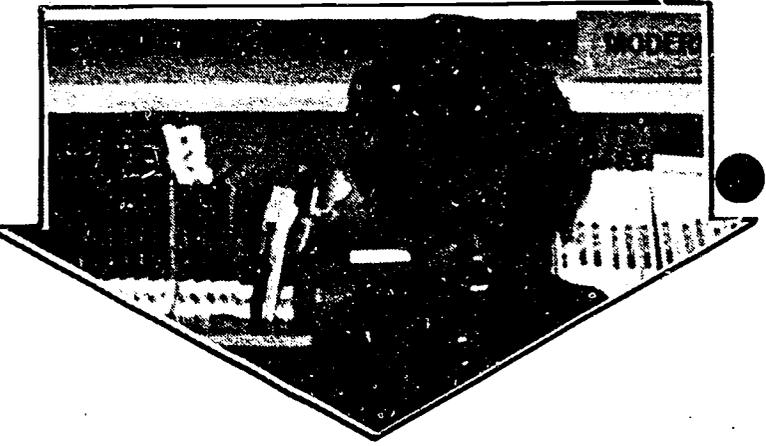


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LOS ANGELES UNIFIED SCHOOL DISTRICT





**“... INDIVIDUALIZED LEARNING IS... ANOTHER DIMENSION
THAT CAN BE USED TO ADVANTAGE IN THE COMMUNITY
ADULT SCHOOL PROGRAM.”**



FOREWORD

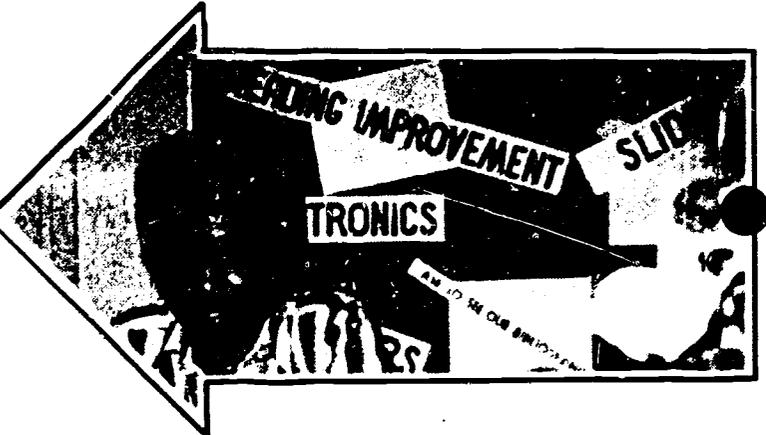
Requests from teachers and administrators have indicated a need for a procedural handbook on how to organize a multimedia individualized learning center. Characteristics of individualized instruction are its flexibility and adaptability. It permits open enrollment, progress of each student at his own learning rate and comprehension level, absence of time pressures, and a wide choice of materials. The Study Skills Centers that currently function in many community adult schools are built around individualized learning programs and materials.

This handbook provides some guidelines for administrators and teachers in establishing classes that emphasize individualized programmed learning. Minimum requirements for getting started are listed as well as suggestions for expansion as the curriculum develops and the budget permits.

Individualized instruction is not a panacea for the slow learner nor a catch-all to solve every academic requirement. Rather, it is another dimension of instruction that can be used to advantage.

Although the suggestions in this handbook are primarily for use in community adult school classrooms of standard size, they can be adapted to meet the needs of the Work Incentive Program, Adult Basic Education, Regional Occupational Centers, and other programs and levels of the school system.

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and
Continuing Education

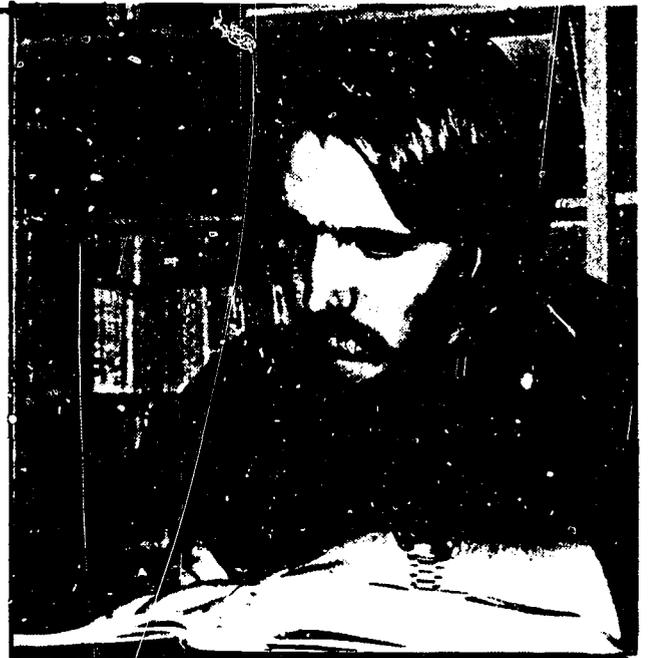


SUCCESS SUCCESS

is urgent
for the adult student

The adult student's time is valuable. His studies must meet his needs now. Widely varying educational backgrounds of adult learners necessitate a wide range of study materials to permit individualized learning.

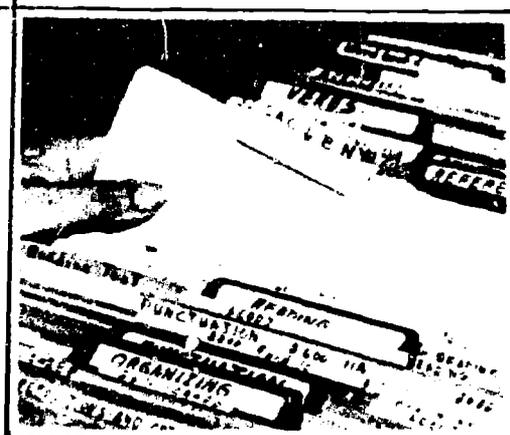
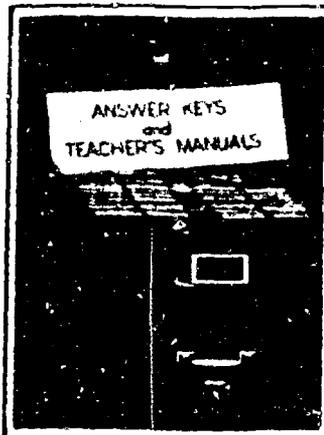
THE MEANS JUSTIFIES THE...



BEGINNING!



If you have an available room, locked storage facilities, a filing cabinet, a minimum of instructional material, and a willingness to get involved in new, exciting learning media, then YOU are READY to BEGIN!





LEARNING CENTER

ideas

IN ACTION

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- A District-Authorized P.I. Courses
- B P.I. Courses Not Listed in Catalog of Authorized Subjects
- C Individualized Adult Learning Centers
- D Lists of Publishers and Vendors of Instructional
Materials and Equipment
- E Samples of Diagnostic Placement Tests
- F Reading Surveys and Test Publishers
- G Budget Priorities for Learning Centers
- H Professional References
- I Introduction to Programing

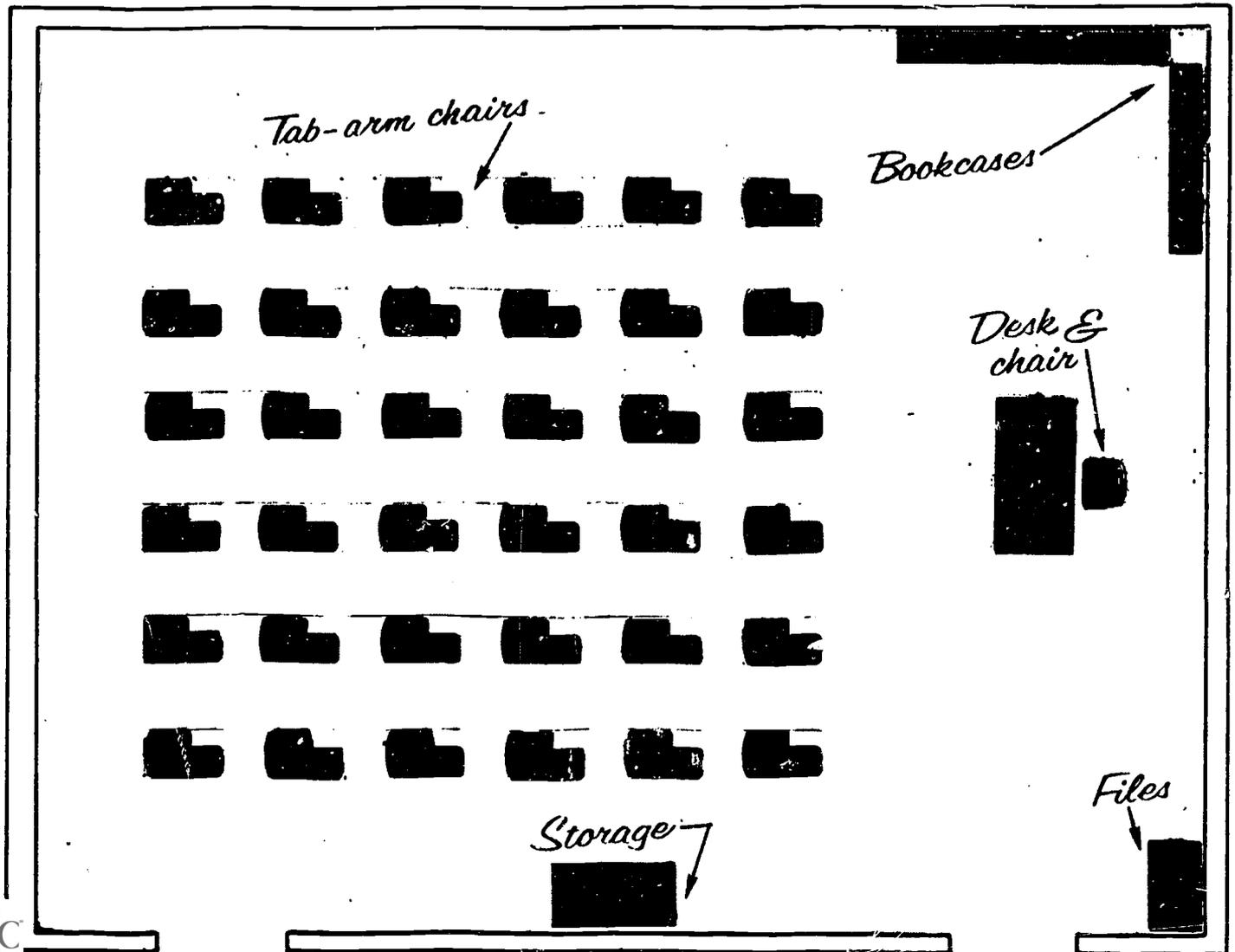
CONSUMER EDUCATION



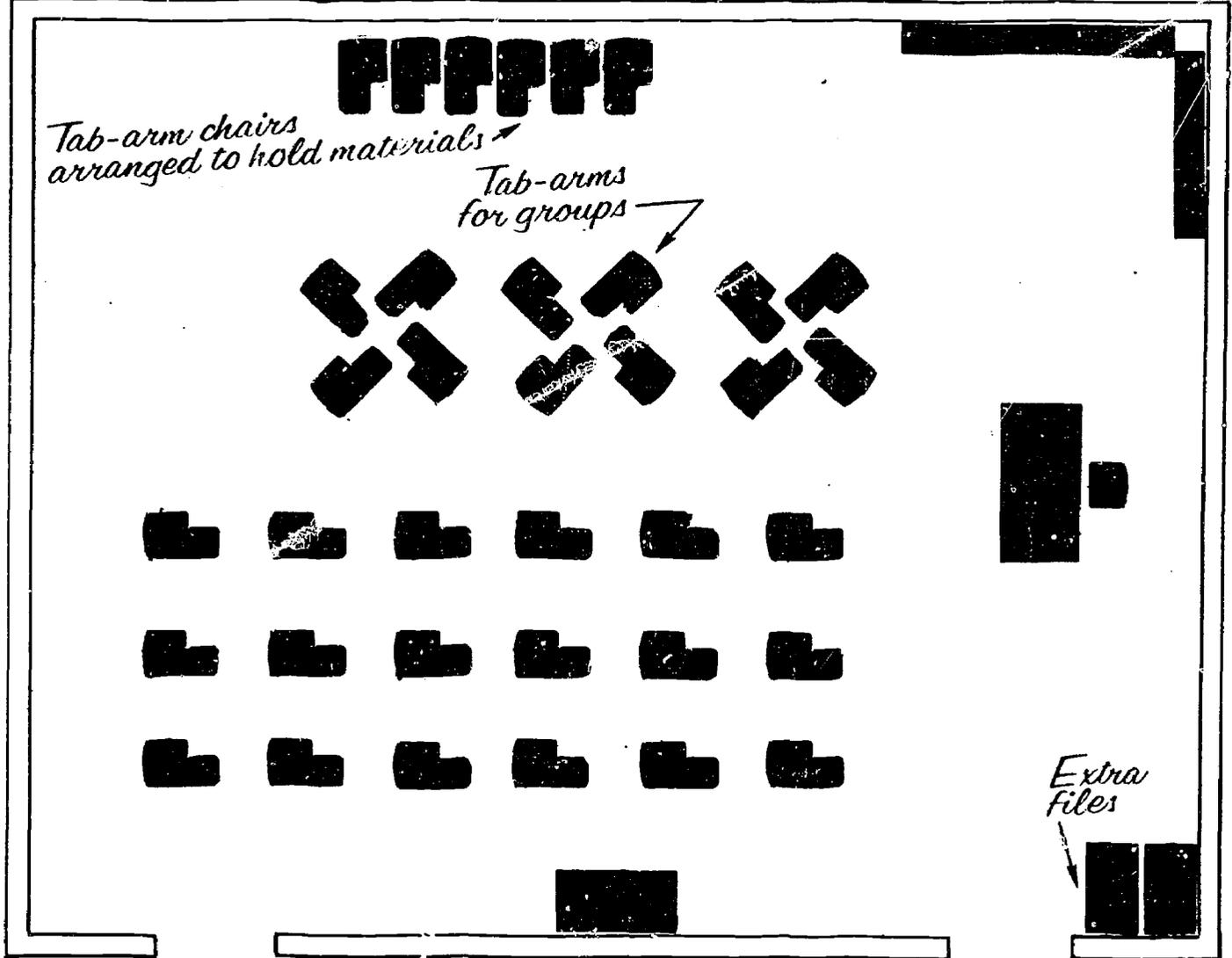
WAYS TO SOLVE ROOM RIDDLES

ROOM 1

BY DAY: A CLASSROOM _ _ _ BY NIGHT???



BY NIGHT: A LAB



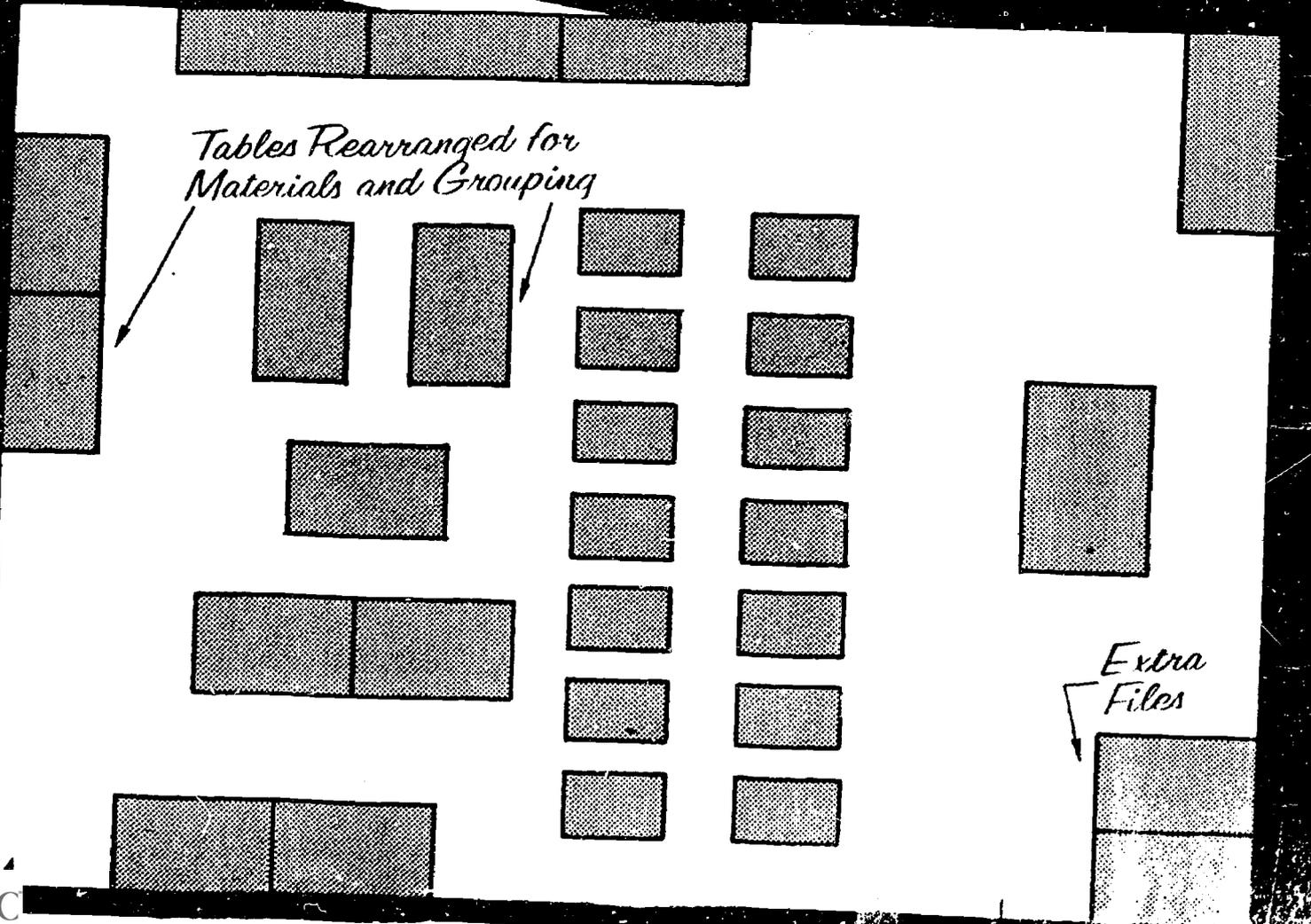
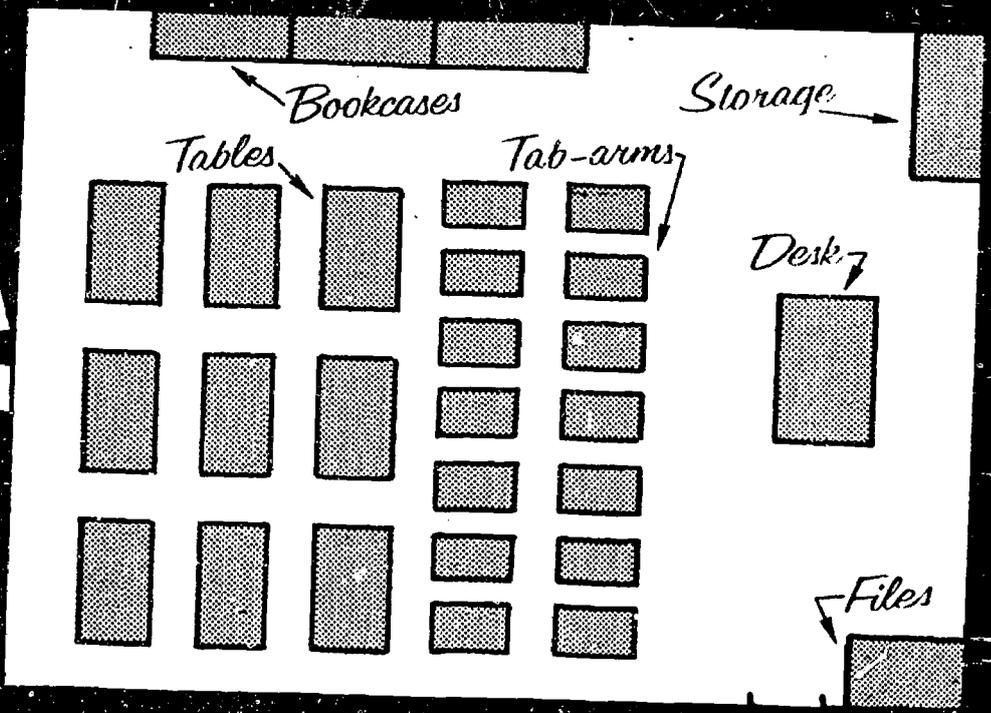
In room layouts 1 and 2, it is assumed that the evening teacher is sharing a room with a day teacher and that access has been provided to a closet and or storage cabinet. Each evening teacher must place learning kits, audio-visual equipment, and materials on available counter space for the convenience of students. These materials must then be stored after each class session, and furniture must be moved back to its day positions.



ROOM 2: TWO TEACHERS, TOO!

day teacher's room arrangement

night teacher's room arrangement



Tables Rearranged for Materials and Grouping

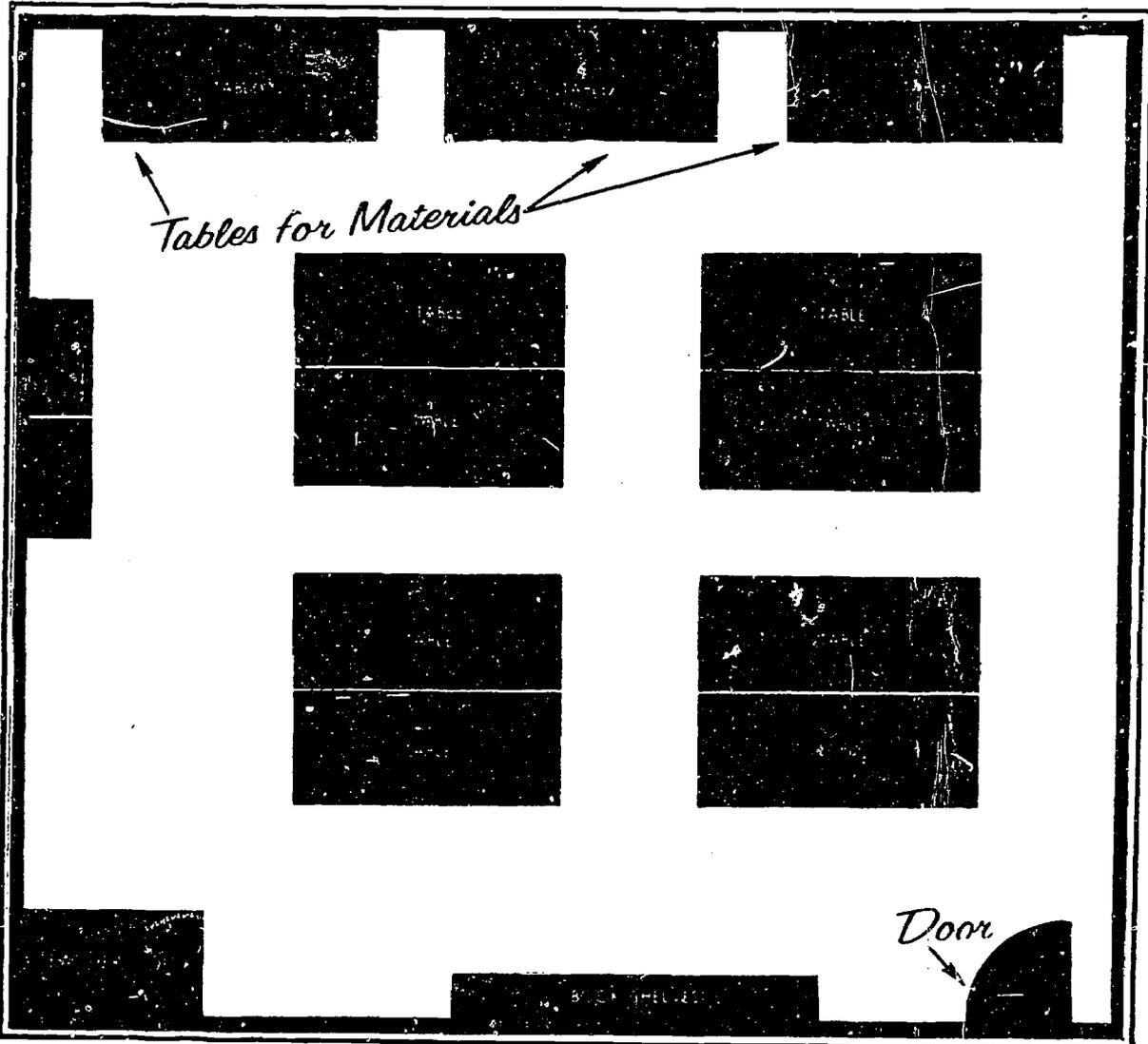
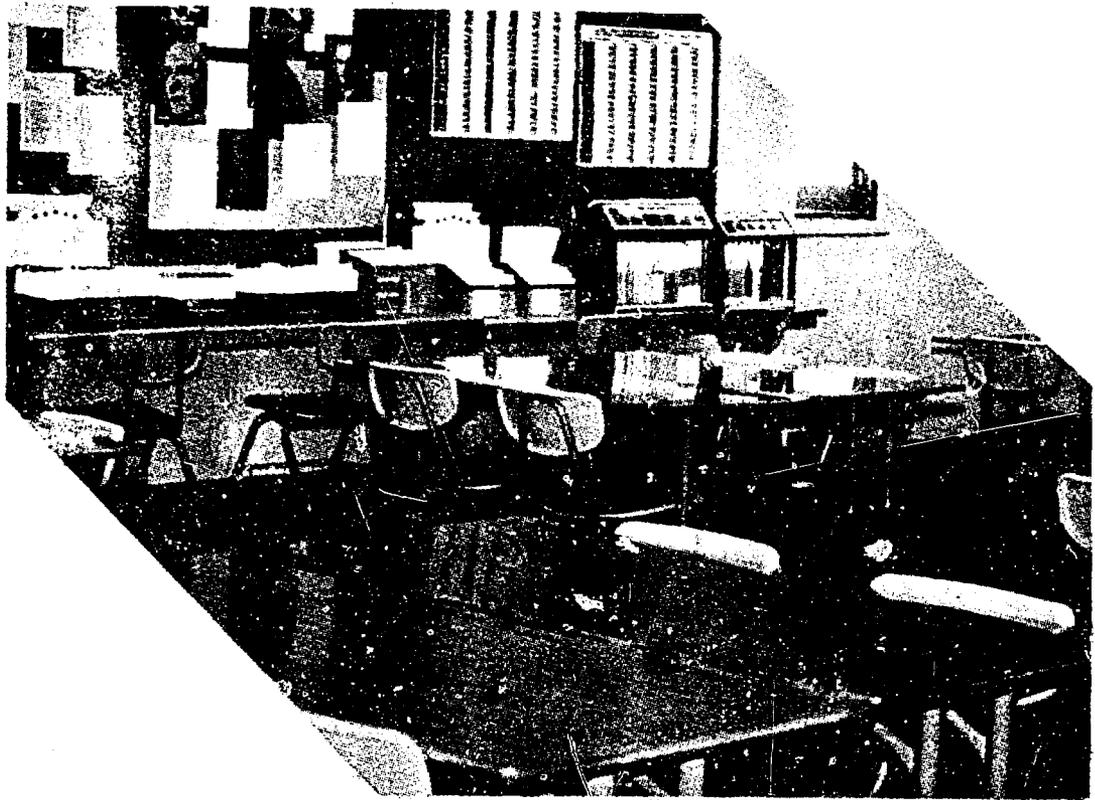
ROOM

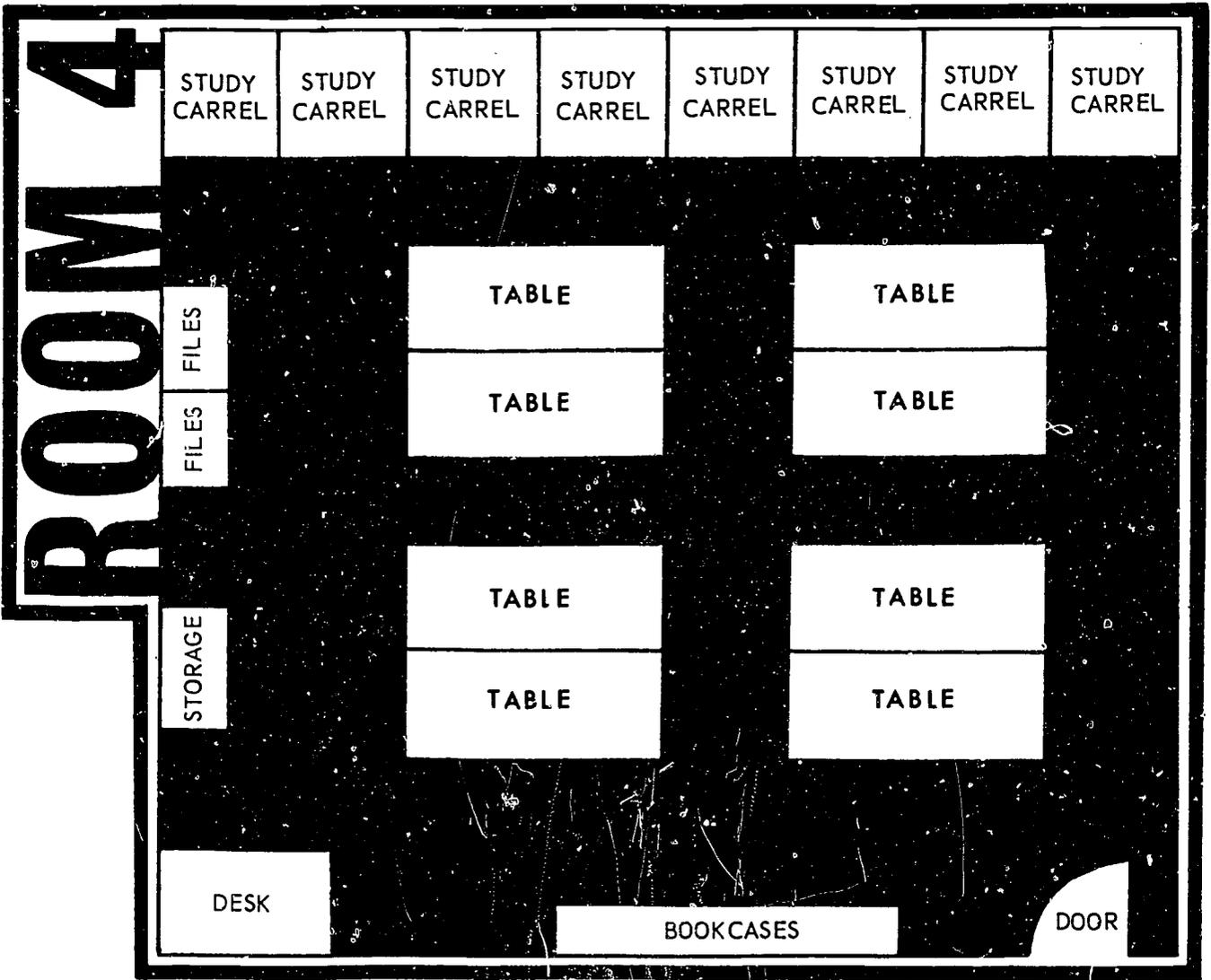
3

a
full
time
study
lab

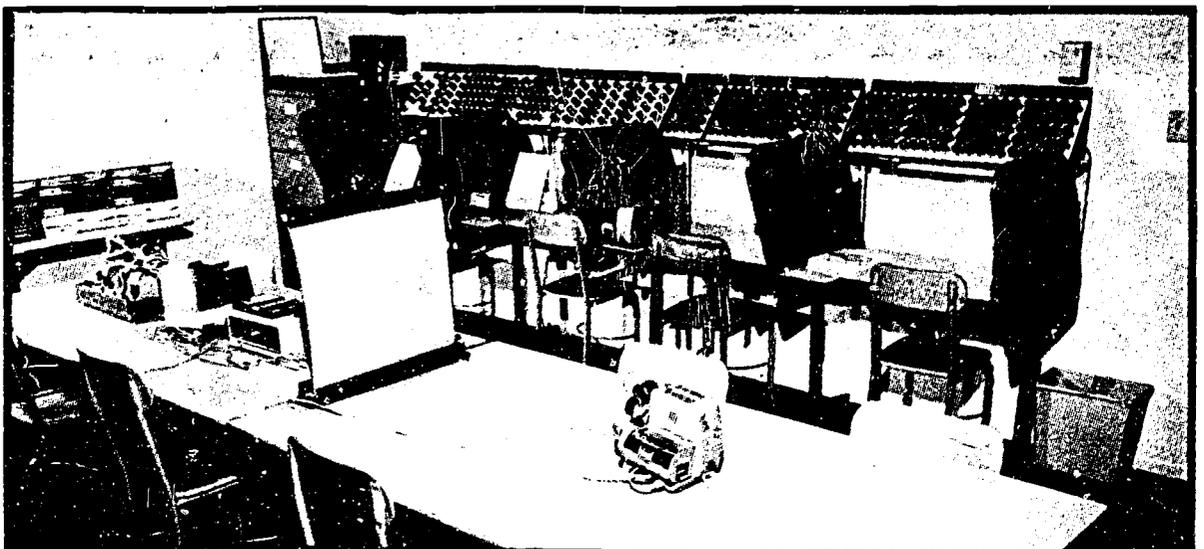
arranged

to accommodate a maximum of 25 students with standard school furniture.



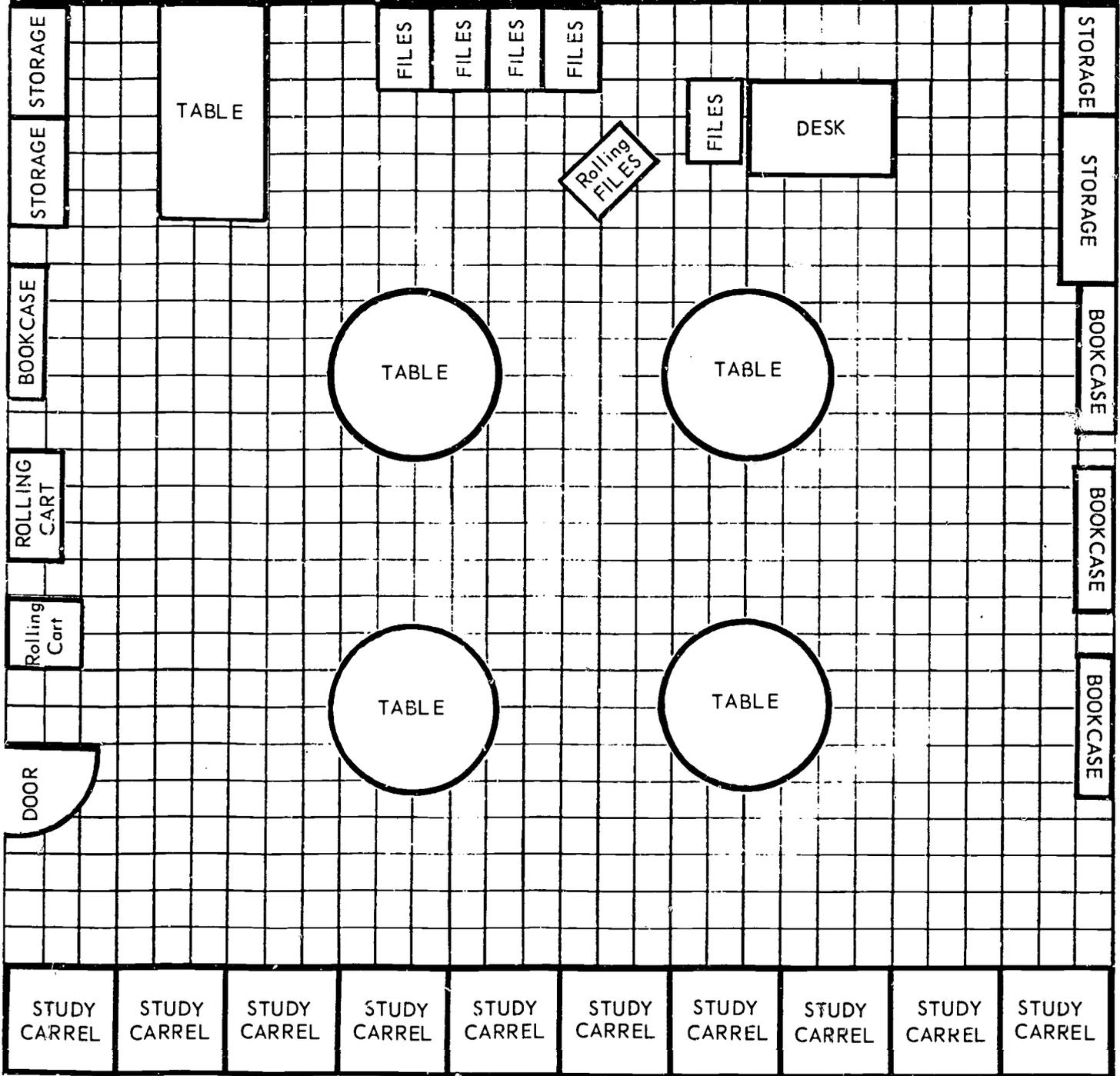


This layout shows a classroom of standard size, equipped with tables, 10 study carrels, shelves above carrels for storage of materials, a teacher's desk, filing cabinets, bookcases.



ROOM 5

A PERMANENT INDIVIDUALIZED LEARNING CENTER



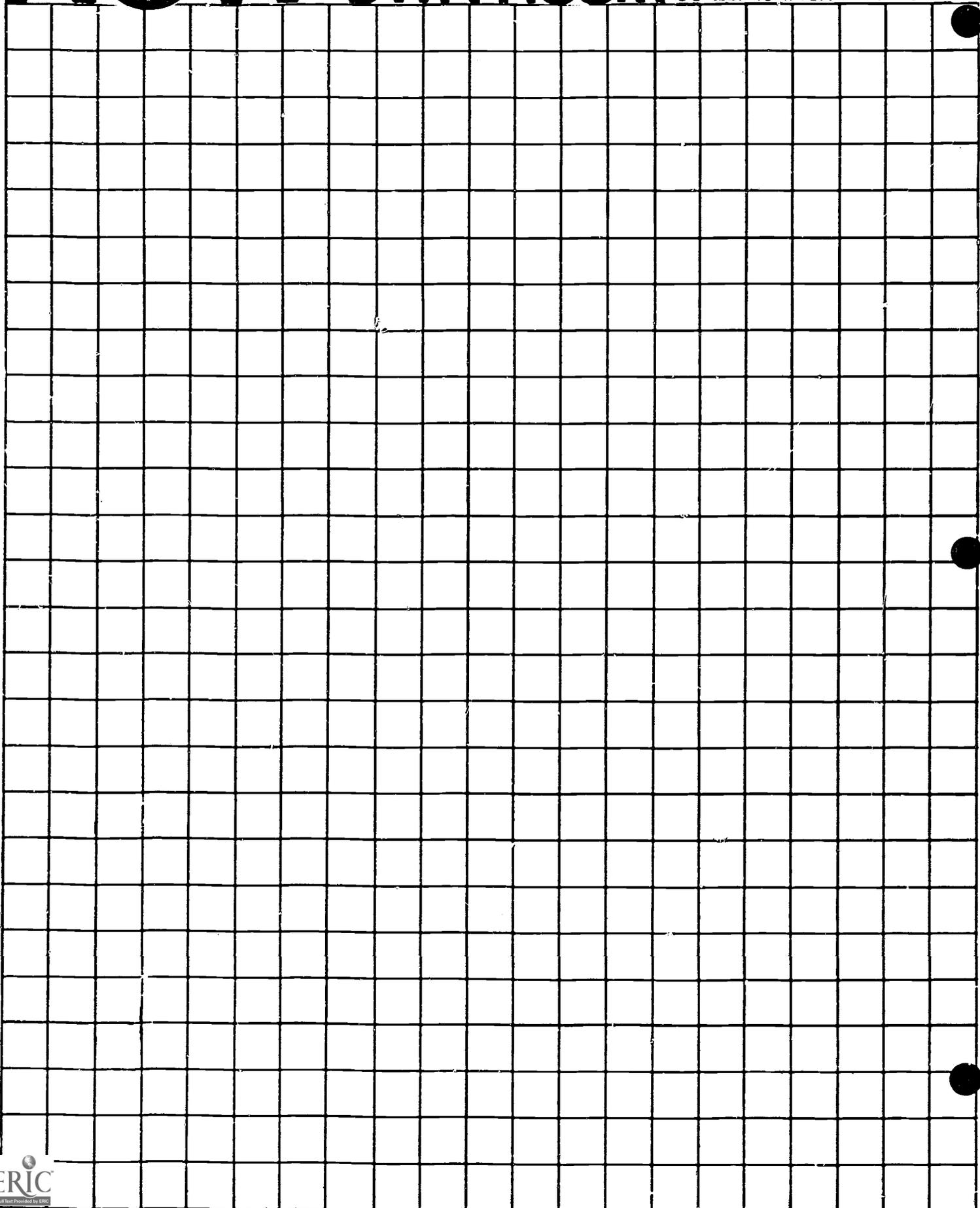
Study Labs and Learning Centers accent the flexibility vital to individualized programed instruction.

The class of standard size is equipped with tables, 10 to 20 study carrels, storage shelves, a teacher's desk, filing cabinets, and bookcases.



NOW PLAN YOUR OWN ROOM

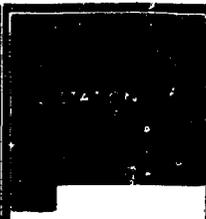
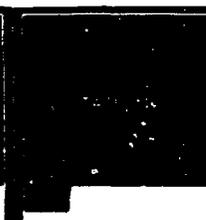
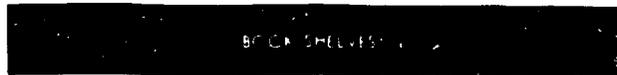
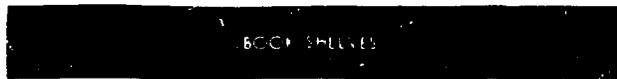
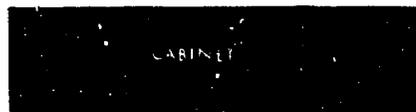
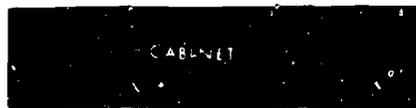
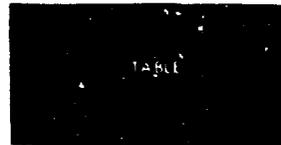
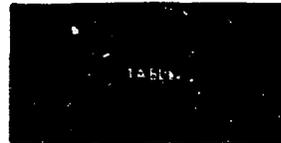
SCALE: $\frac{3}{8}$ INCH = 1 FOOT



A furniture ARRANGING

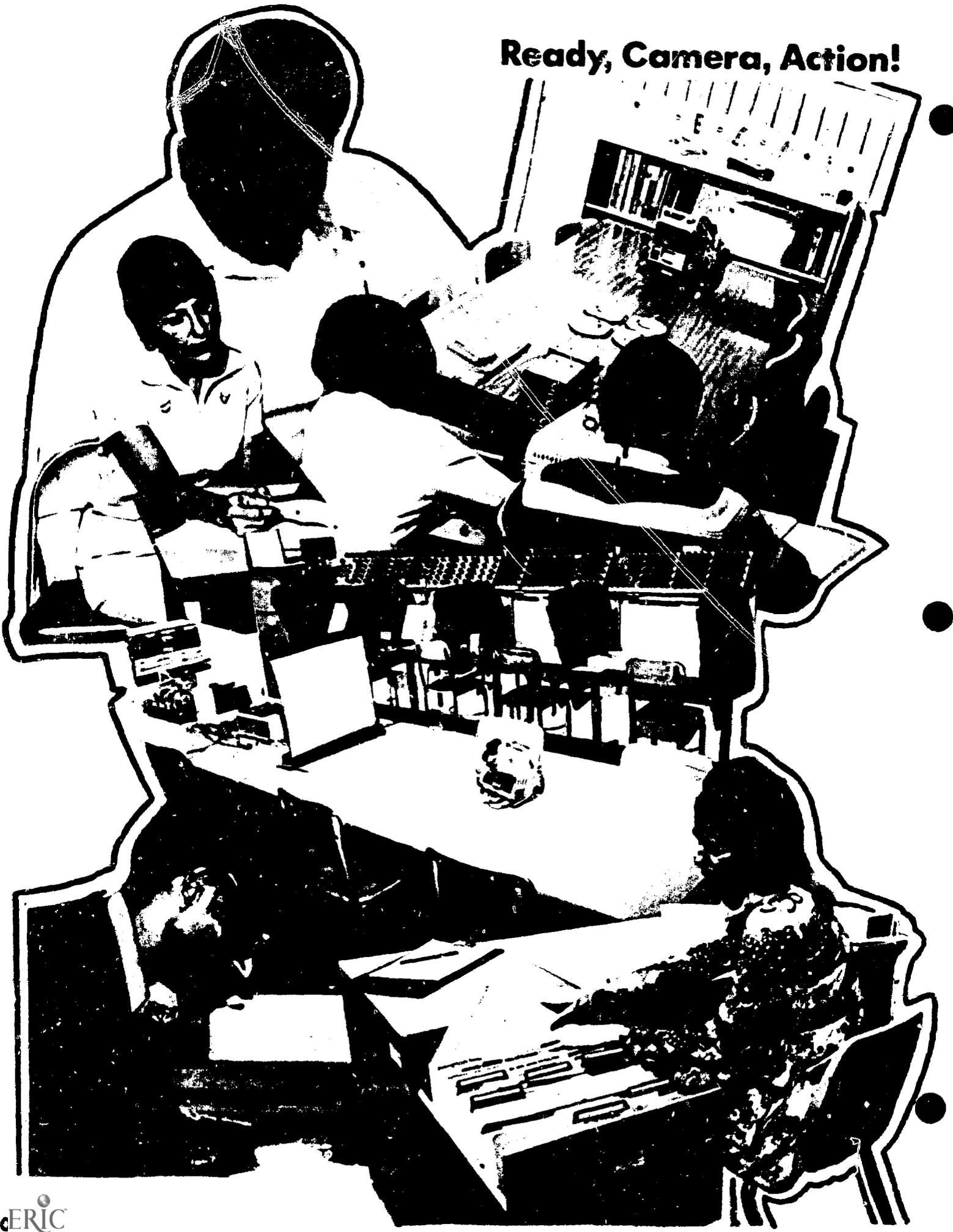
IDEAS IN ACTION

The scale of the graph opposite is 3/8 inch to one foot, and the cut-outs for typical pieces of furniture shown below are scaled the same way. Paste this page to a sheet of light cardboard before cutting out the pieces, and move your furniture around the easy way!



• Courtesy of EDL McGraw-Hill - Coast Visual Education Co.

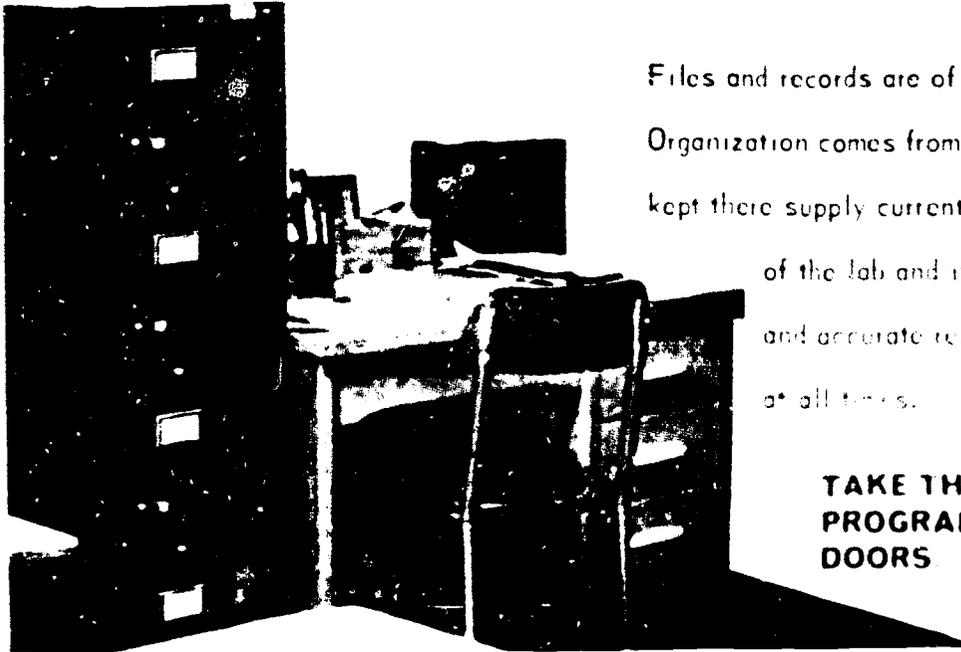
Ready, Camera, Action!



**HERE'S
WHERE
IT'S** **AT**

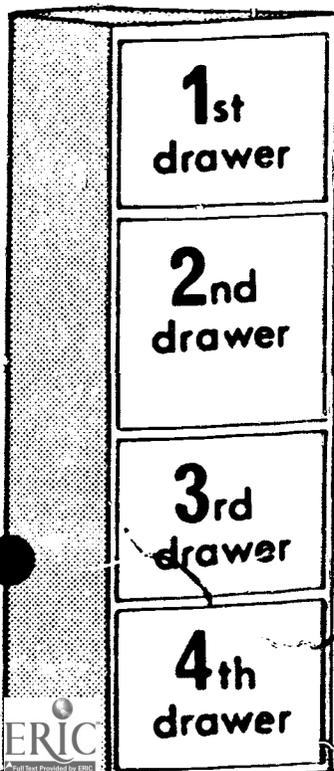
FILING

**Get a four drawer filing cabinet with a key and...
USE IT!**



Files and records are of vital importance to a learning lab. Organization comes from your filing cabinet, and the records kept there supply current information regarding the progress of the lab and its students. A good filing system and accurate records keep a "lab rarian" accountable at all times.

**TAKE THE TIME TO ORGANIZE YOUR
PROGRAM BEFORE YOU OPEN YOUR
DOORS**



← **Student Folders**

← **Course Materials**

← **Tests & Answer Keys**

← **Supplemental Materials**

SAMPLES

ADULT LEARNING CENTER LEARNING LABORATORY DAILY TIME SHEET

Student	Date	Time In	Time Out	Hours	Program Area
Lesch	10/12	9:00	11:00	2	Reading
Hanna J	10/12	9:15	10:20	1 1/2	English
Frank T	10/12	9:30	11:55	2 1/2	Reading
Thomas - Madhri	10/12	7:20	9:00	1 1/2	Math
Mattie C	10/12	7:45	9:00	1 1/4	Reading
Robert J.					

Sample time sheet with simulated responses. Could be used on a clipboard or posted on a bulletin board.

ADULT LEARNING CENTER STUDENT RECORD CARD

Name: _____
 Last _____ First _____ Middle _____ Phone _____

Key Dates
 Initial Interview _____ Diagnostic Testing _____
 Initial Admission _____ Withdrawal _____
 Readmission _____ Advanced Level Completed _____

Initial Placement
 Reading _____ English _____ Mathematics _____

Sample card for recording pertinent information about a student's enrollment and his progress. Designed for teacher use as a cumulative record.

Test Results

PRE TESTS				POST TESTS			
Date	Test	Score	Program Implication	Date	Test	Score	Program Implication

Program Prescriptions

Start Date	Prescribed Programs	Comments	End Date

Other (Non programmed prescriptions, notes on interests, problems, attendance, or health, etc.)

Coordinator _____

ADULT LEARNING CENTER PROGRAM COMPLETION RECORD 1972-73

Name: _____
 Date started: _____ Program: _____ Date completed: _____
 Number of frames in the complete program: _____

Instructions: Keep this sheet in your notebook until you finish the program listed above. Notice that it shows the months and days the laboratory will be open.
 Each time you work frames of the program, write the number of the last frame completed.
 After you complete the program, give this record to the coordinator.

Date	Month	Oct	Nov	Dec	Jan	Feb	Mar
1							
2							
3							
28							
29							
30							
31							

Sample form to be used by the student to record progress in a particular program. Designed for student notebooks.

ADULT BASIC EDUCATION PROGRAM TIME CARD

Name _____ Date Started _____

Program (Use one card per program) _____

Date	Start Time	Finish Time	Hours Worked	Less Time Completed

Over

Sample card for recording both program progress and test results. Designed for use on index cards.

ADULT BASIC EDUCATION PROGRAM TEST RESULTS

Name _____

Program (Use one card per program) _____

Type of Test (Pretest, Progress, Post Test, etc.)	Date	Score	My Opinion of Results (Good, Fair, etc.)

Over

ADULT LEARNING CENTER STUDENT INFORMATION CARD

Personal Data

Name _____ Last _____ Middle _____ First _____

Address _____ Street _____ City _____ State _____ Zip _____

Phone _____ Age _____ Date of birth _____

Birthplace _____ City or County _____ State _____ Citizen _____ Yes _____ No _____

_____ Single _____ Married _____ Separated _____ Divorced _____ Widow or _____

Spouse's Name _____ Number of children _____

Work Experience

Present job _____ Firm _____

Previous jobs _____ Firm _____

Other (specify) _____

Education

Years completed _____ 1 2 3 4 5 6 7 8 9 10 11 12

Native Language _____ Year of last schooling _____

Grade school attended _____ Address _____

Junior high attended _____ Address _____

High school attended _____ Address _____

Subject Area Interests

_____ Arithmetic _____ Reading (general) _____ Science

_____ English _____ Reading (speed) _____ Social studies

_____ Health _____ Reading (understanding) _____ Spelling

Interviewer Comments _____

Interviewer _____

Sample basic information form to be completed by teacher.

ADULT LEARNING CENTER PROGRAMS AVAILABLE IN OUR LEARNING LABORATORY

Subject	Program	Reading Level			Beginning			Intermediate			Advanced	
		1	2	3	4	5	6	7	8	9	10	
Reading	K-1 X Y Z Books	1	3	6	8	11	13	16	18	19	20	
	Listening Tapes		A	B	C	D	E	F	G			
	ABC Filmstrips	A	B	C	D	E	F	G	H			
Spelling	Take Kit		1	2	3	4	5	6				
English	Language Programs						Program I		Program II			
	Card Set			White	Red	Blue	Green					
Arithmetic	Practical Math	1	2	3	4	5	6	7	8			
	Filmstrips	A 1 S 1	A 2 S 2	M 1 N 1	M 3 D 2	D 3 E 2	P 1	P 2	P 3			
	Consumer Math					Money	Buy ing	Pay ing	Taxes			
Social Studies	Geography				A	B	C	D	E			
	History				1	2	3	4	5			
	Government										1	

Sample chart listing programs available in a particular laboratory. Could be used as a wall chart or a mimeographed sheet for student notebooks.

GET IT TOGETHER

Organizing the Learning Materials

Programed instruction can be one of the most efficient and inexpensive ways of providing individualized instruction. It has the built-in capacity for quick and easy alteration and adaption to suit an individual student's needs. If the designated texts or media are not available for a particular course, the instructor can create his own course of study, using those instructional materials immediately available to him.

Choice of the subject to be offered in an individualized learning class will depend upon what materials are immediately available. If space and budget are limited, it is wise to begin a program with classes in the basic skills: reading improvement, English review, basic mathematics, vocabulary development, spelling, G.E.D. review, or communication skills. Additional courses can be added as funds become available.

1. Organize and classify instructional materials.
 - a. For each instructional area, list materials available in order of difficulty.
 - b. Place materials so that they are easily accessible to students.

2. Establish a filing system, including:
 - a. Diagnostic or placement surveys to determine course assignment
 - b. Individual student record cards (for teacher)
 - c. Individual student folders (for student)
 - d. Teachers' manuals - how to operate instructional devices, etc.
 - e. Tests filed alphabetically by instructional areas
 - f. Answer keys filed to correlate with tests
 - g. Supplemental materials

3. Enroll student in Learning Center.
 - a. Administer placement or diagnostic surveys.
 - b. Prescribe instructional materials based on results of diagnostic survey.
 - c. Acquaint student with the mechanics of the Learning Center.

Before starting your own course outline, check Appendices A, B, and C to see if another center is using a similar course, or if the course is already included in the Catalog of Authorized Subjects. For assistance, get in touch with the Curriculum Office, Division of Career and Continuing Education, at 450 North Grand Avenue, Room G-361. The phone number is 687-4708.

USE THE FOLLOWING STEPS TO HELP YOU **CREATE** YOUR COURSE OUTLINE



- 1** State course objectives.
Check Catalog of Authorized Subjects to see whether credit can be given for the class.
- 2** Organize and classify available instructional materials.
- 3** Obtain or create a pre-test to diagnose students' strengths and weaknesses.
- 4** Prescribe areas of study from any suitable teacher – prepared or commercially produced instructional materials that will help the student eliminate areas of weakness.
- 5** Administer progress tests to let student and you know whether progress is being made.
- 6** Give remedial exercises for review and reinforcement if progress tests indicate less than 80% comprehension.
- 7** Prepare and administer post-tests that cover small segments of the course content.
- 8** Give the student remedial work if he achieves less than 80% comprehension.
- 9** Conduct a final examination (optional since post-tests cover each unit of study).

A course outline generally begins with several related objectives. In developing the content, utilize whatever materials are appropriate. These may include programmed materials, standard textbooks, audio-visual aids, lessons prepared by the teacher, and self-instructional packages that have been commercially produced.

If recommended materials are not available, it is possible to develop your own materials as long as the course objectives are clearly stated and pre-tests, progress tests, and post-tests are administered.

*SAMPLE OF
A COURSE OUTLINE

COURSE: English Review and Reading Improvement

COURSE OBJECTIVES: The student should be able to:

1. Spell with 100% accuracy the 200 most frequently misspelled words.
2. Punctuate correctly a given paragraph.
3. Answer 25 comprehension and vocabulary questions with a minimum score of 80% on the Reading Placement Level 7.
 - I. Mechanics of Language
 - A. Recognizing the complete sentence
 - B. Using verbs correctly
 - C. Maintaining subject-verb agreement
 - D. Using pronouns correctly
 - E. Practicing good usage
 - F. Using correct punctuation
 - II. Vocabulary Development
 - A. Spelling – most frequently misspelled words; plurals
 - B. Homonyms; synonyms, antonyms
 - C. Prefixes and suffixes
 - D. Business vocabulary
 - III. Letter-Writing Skills
 - A. Friendly letter – copy, punctuation, envelope
 - B. Business letter – copy, punctuation, envelope
 - IV. Dictionary Skills
 - A. Alphabetizing
 - B. Using the dictionary
 - C. Identifying long and short vowels
 - D. Following directions
 - E. Dividing words into syllables
 - V. Reading Comprehension
Pass Step Advancement check 7 (SAC 7 Reading Comprehension with a minimum score of 80% or above).



COURSE SEGMENTS



A course segment is a brief unit of study covering a basic skill for use in those classes that lend themselves to achievement of short-range goals. This module system can provide tutorial and remedial support for students who come to class on a drop-in basis, in much the same manner as they would visit a library.

Students who receive high scores on specific pre-tests need not study the corresponding course segments. Instead, they should be guided to other segments of the course in which test results have revealed a need for additional study. Some students may not wish or need to complete an entire course.

SAMPLE OF A
Course Segment

COURSE: English Review and Reading Improvement

COURSE SEGMENT: II. VOCABULARY DEVELOPMENT

C. Prefixes and Suffixes

COURSE OBJECTIVES: The student should be able to:

Recognize and identify the 14 most commonly used prefixes.

Recognize the 10 most commonly used suffixes.

Distinguish 95% of the word roots from their prefixes and suffixes in a list of 50 words.

STUDY SOURCES

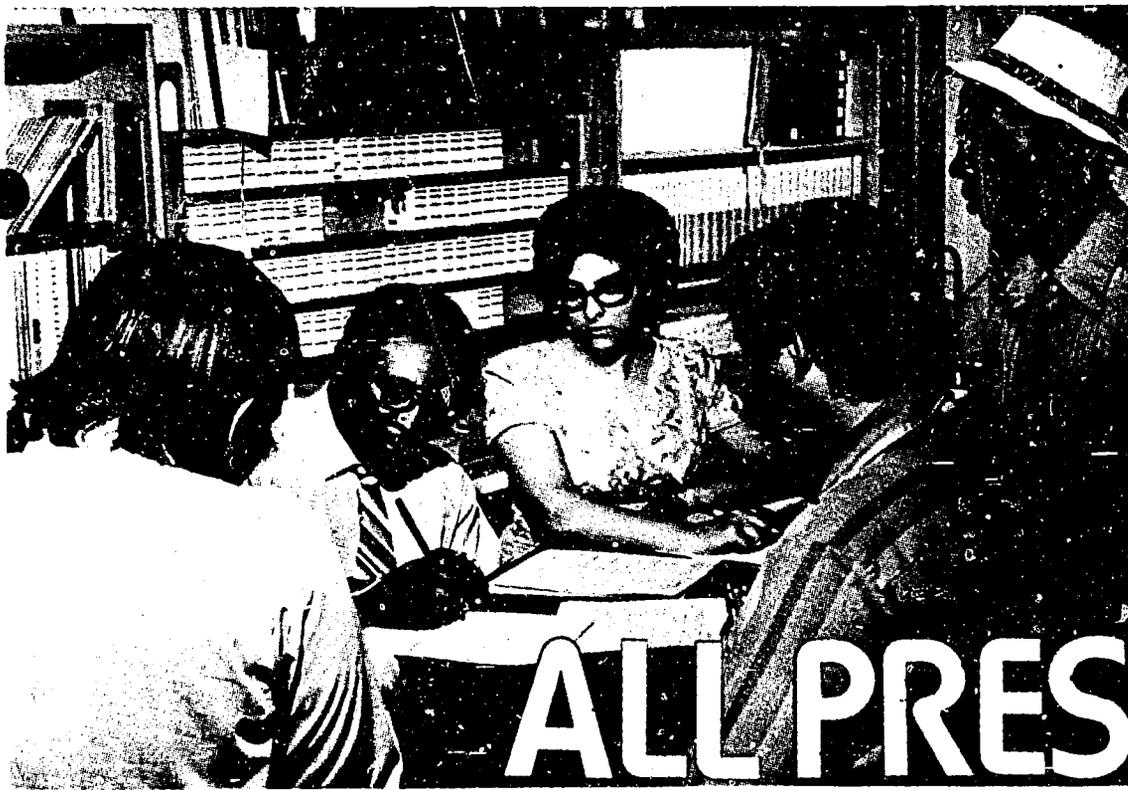
- a. Spelling Labs IIB, IIC, IIIA, SRA (Obtain study sheets for details.)
- b. Aud-X DEFA, EDL – Lessons 25-26
- c. Aud-X Dictionary Skills, EDL – Lessons 13-14
- d. Programed filmstrip LC005, Continental Press
- e. Booklet 1 and Mastery Test, AGEF
- f. Spelling, Keystone – Prefixes, page 10; suffixes, pages 47-51
- g. Vocabulab III, SRA (Obtain study sheets for details.)
- h. Teacher-prepared cassette lesson sheets for reinforcement

PROFICIENCY TESTS

	Date	Score	Comments
--	------	-------	----------

- a. LCT005, Continental Press
- b. Suffixes: teacher-prepared test S-1
- c. Suffixes: teacher-prepared test S-2
- d. Suffixes: teacher-prepared test S-3
- e. Prefixes: teacher-prepared test P-1

*This course segment was taken from the Sample Course Outline on page 16.

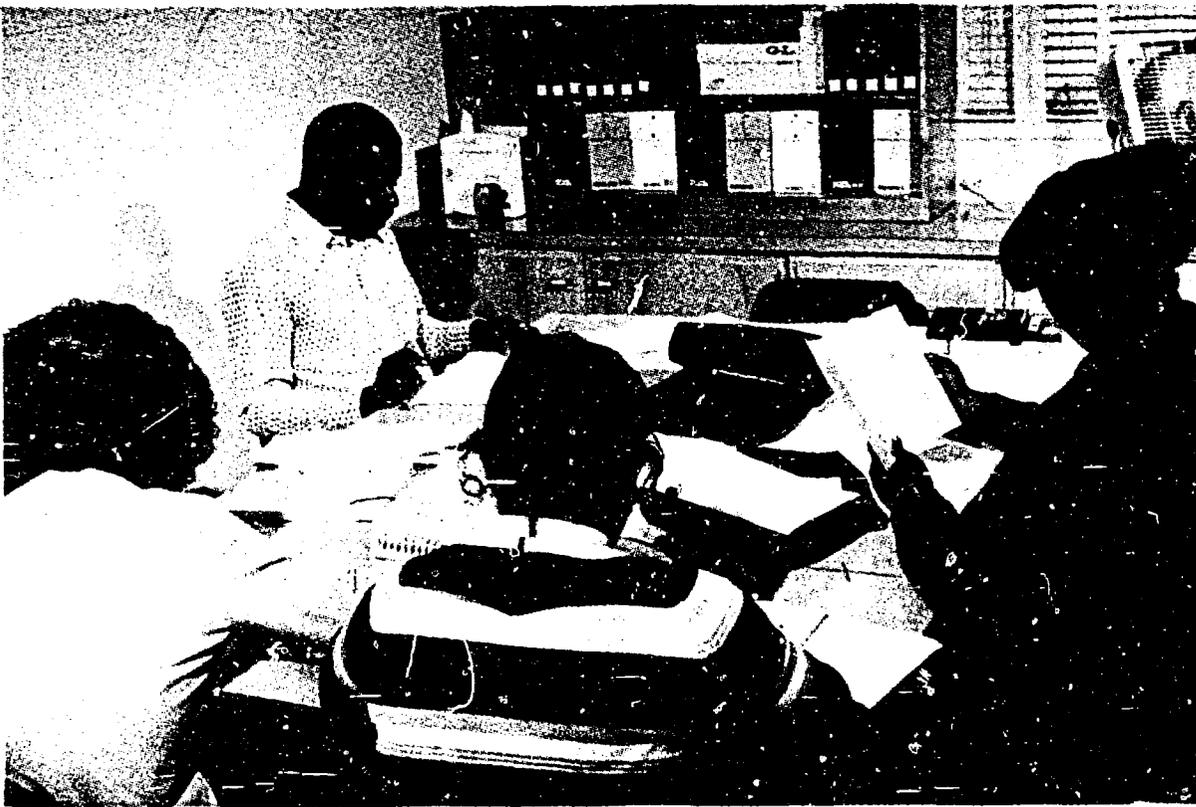


ALL PRESENT

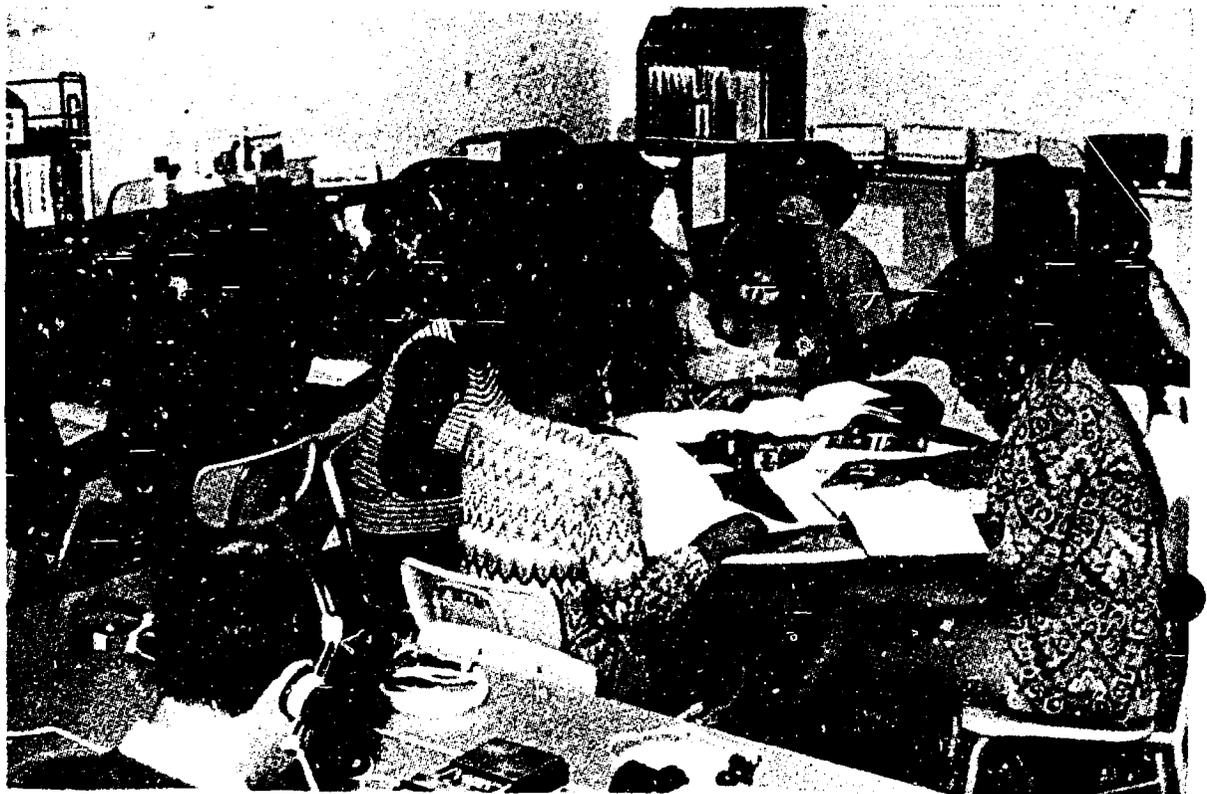
AND ACCOUNTED FOR

student enrollment and placement

- 1** The adult school counselor recommends the student to the learning lab for educational upgrading through study of specific units of vocational or personal value.
- 2** The adult school counselor assists the student in the selection of subjects to be studied in the lab.
 - a. Select only from the list of courses available in the Individualized Learning Lab.
 - b. Base suggestions for courses on individual student needs.
 - c. Identify specific areas needed for improvement of basic skills and for vocational preparation.
- 3** When the student enters the Individualized Learning Lab, the teacher administers a diagnostic placement test.
 - a. Note that a reading comprehension placement test is important so that the student can be placed in a course where he can function successfully at his instructional reading level.
 - b. Administer a diagnostic math placement if the student is also planning to enroll in mathematics courses.



- 4** The date, test, and score as well as the student's beginning reading level are entered on the Student Record Card.
- 5** The student is then either placed at his reading level, if he needs remedial work; or he receives a study sheet or course outline, if he is taking a specific course.
- 6** When he is beginning a course, the student also receives a record sheet (to record pre-test and post-test scores) and a file folder.
- 7** The student should then be instructed in the use of self-instructional materials and in the concept of individualized instruction.



HOW- TO FOR THE MONEY

HOW
TO
SPEND
YOUR
FIRST
DOLLARS

1. Priority should be given to those materials needed to begin a course or to expand existing courses.

2. Reading content should be current, topical, and of high interest level to adults.

3. Materials should fit in with course objectives.

4. If possible, materials should be useful in more than one course.

5. Reading is the core subject, and the reading curriculum should be established first.



HERE'S
LOOKING
AT YOU
YOU
YOU
OU
OU
L

The TEACHER'S ROLE:

- 1 The traditional role of the teacher changes in the learning lab.
 - a. The teacher tends to serve more as a facilitator in the learning process.
 - b. The teacher is a resource person and directs or shows the student how to find the answers that he seeks.

The teacher does not give the student information but rather directs him to sources where he can find the answers.

- 2 The teacher who conducts an individualized adult learning class is:

- a. A counselor
 - (1) He discusses and establishes with the student what he expects to learn from the course.
 - (2) He knows the goals of the students.
 - (a) He tailors the instructional program so the student can reach his goals at his own pace.
 - (b) He diagnoses the needs of the individual student and prescribes the course of study to meet those needs.
- b. A test administrator
 - (1) He gives diagnostic placement inventories before prescribing a course of study.
 - (2) He gives pre-tests for specific units of study.
 - (3) He gives post-tests, chapter, or unit tests.
 - (4) He gives final tests.

- c. A tutor
 - (1) He works with the student and helps him to find the answers.
 - (2) He encourages the student to set his own work pace and to maintain it.
 - (3) He prepares supplemental materials to reinforce what has been learned.
 - (4) He gives encouragement, direction, and evaluation.

- d. A supervisor and bookkeeper
 - (1) He organizes materials and files, categorizing subjects and materials so that they are readily accessible to the student.
 - (2) He establishes a system to assure that all equipment and materials are signed out and replaced at the end of the class period.
 - (3) He constantly evaluates the programs being used and makes necessary changes to keep the content up to date.

- e. A curriculum specialist
 - (1) He keeps up to date concerning new instructional materials.
 - (2) He evaluates student progress periodically and makes adjustments in the program if materials are too easy or too difficult.

The teacher is responsible for showing the student the proper lab procedures and informing him of his responsibility in the lab, such as:

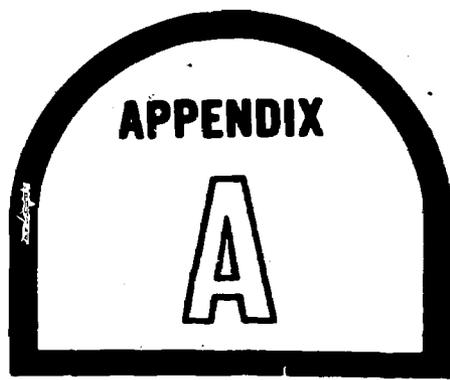
- a. Signing the attendance sheet, or complying with other attendance procedures
- b. Checking out materials and or equipment and replacing them when through
- c. Using instructional devices.
- d. Correcting work and keeping a record of programs
- e. Learning how to use programmed materials
- f. Understanding the purposes of pre-tests and post-tests, the instructor's evaluation, and recording of test scores
- g. Learning how to work at student's own pace and not competing with other students



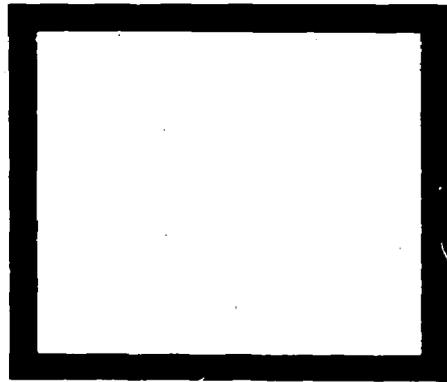
INSTANT REPLAY: How to Evaluate Your Program

USE THE CHECK LIST AND THE FLOW CHART TO DETERMINE THE EFFECTIVENESS OF YOUR LEARNING LAB.

Program Evaluation Check List		excellent	good	satisfactory	poor	unsatisfactory
1	A choice of seating space, carrels and tables to allow for individual preference.					
2	Systematic organization of materials so they are easily accessible to students.					
3	Adequate storage space for equipment and materials if room is not permanently used as a learning lab.					
4	A well-organized filing system for student record cards, pre-tests and post-tests, answer keys, reference materials, supplemental lesson sheets, and student placement tests.					
5	A sign-out system for equipment and materials to help prevent "mysteri-ous" disappearance.					
6	Three or more selections of programs presenting similar concepts in the same study area so that the student has a choice of materials.					
7	Reading level of the student equal to the reading level of the program (course) and its objectives.					
8	Encouragement of students to set their own pace and to maintain it.					
9	Use of individualized materials by students, including filmstrips, tape recorders, reading machines, and other aud-ovisual media.					
10	Use of materials that are stimulating, applicable to more than one course.					
11	Faster completion of course by students than in a standard class.					
12	Effective use of the materials by students.					
13	Individualized instruction so that all students need not use exactly the same materials for each course.					
14	Progress of students as measured by the pre- and post-tests.					
15	Knowledge of instructor as to operation of all the equipment.					
16	Familiarity of instructor with all of the instructional material.					



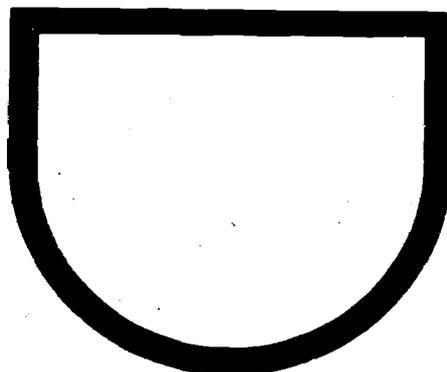
DISTRICT-AUTHORIZED COURSES IN PROGRAMED INSTRUCTION



Classes in programed instruction may be offered in virtually all areas of the high school curriculum. With the variety of programed and self-instructional materials now available, many courses may be included in the continuing education curriculum that might otherwise be impossible to offer because of insufficient enrollment.

Titles of courses in programed instruction that appear on the following pages are also listed in the *Catalog of Authorized Subjects for Community Adult Schools and Occupational Centers* (Publication No. AC-100). The suggested texts and supplemental materials are not all of the programed type because individualized instruction necessitates the use of a wide range of study materials. Successful courses can be created through development of teacher-prepared lesson sheets, and use of filmstrips, tapes, and other resources.

Teachers should consult Appendix C to determine whether the course or courses that they wish to initiate are offered at one of the media centers. The Career and Continuing Curriculum Office also can provide course outlines that may be extremely helpful.



ENGLISH

PI 1.1 ENGLISH 1

Grammar and usage; development of effective sentences; spelling; punctuation; practical written English for daily use, including letter writing, making job applications, and preparing accident reports; vocabulary. Equivalent to B9 English. Additional written work required (letter writing, etc.).

Authorized Text: *English 2200*, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test

Supplemental Materials: *Modern English Spelling*, Homme and Tosti (TMI-Grolier)
Modern English Punctuation, deBaco and Homme (TMI-Grolier)
Cycloteacher, English Cycles (Field)
Learning How to Use the Dictionary, for use with *Webster's New World Dictionary* (Macmillan)
Reading Laboratories (SRA)
Reading for Understanding (SRA)
Spelling (Grolier)
Punctuation (Grolier)
Commas (Heath)
Capitalization (Heath)
Agreement of Subject and Verb (Heath)
300 Commas (Gregg-McGraw)
Spelling Drills and Exercises (Gregg-McGraw)
Individualized English Kit J (Follett)
Language Duplicating Masters (Continental)
Language Skills Filmstrips (Continental)

(5 semester periods)

PI 1.2 ENGLISH 2

Continuation of English 1; punctuation, capitalization, spelling, and vocabulary building; elements of good sentence structure and expression in letters and other written work. Equivalent to A9 English. Prerequisite: English 1, or equivalent. Additional written work required.

Authorized Text: *English 2200*, Blumenthal (Harcourt), Lesson Units 7-11, and Final Test

Supplemental Materials: *Nouns and Pronouns*, Auto-Tutor (Sargent-Welch)
Modern English Spelling and Punctuation, Homme, et al (TMI-Grolier)
 All materials for English 1

(5 semester periods)

PI 1.3 ENGLISH 3

Application and review of grammar and sentence structure learned in English 1.2; advanced study of oral and written expression; concise use of words and expressions; elimination of common errors in speech and writing; vocabulary building; punctuation and capitalization. Equivalent to B10 English. Prerequisite: English 2, or equivalent. Additional written work required.

Authorized Text: *English 2600*, Blumenthal (Harcourt), Lesson Units 1-5, and Half-Way Test

Supplemental Materials: *Capitalization*, MLI Associates (Heath)
Punctuation, Auto-Tutor (Sargent-Welch)
Listen and Write F.A., EDL

(5 semester periods)

PI 1.4 ENGLISH 4

Refinement of skills in composition and letter writing; effective speech and pronunciation; conciseness and clarity in choice of words and expressions; review of grammar, punctuation, capitalization, and spelling. Equivalent to A10 English. Prerequisite: English 3, or equivalent. Additional written work required.

Authorized Text: *English 2600*, Blumenthal (Harcourt), Lesson Units 1-6, and Final Test

Supplemental Materials: *300 Commas*, West (Gregg-McGraw)

Spelling Drills and Exercises, Brendel and Near (Gregg-McGraw)

OR

Programmed English Skills: Commas and Capitalization, MLI Associates (Heath), may be substituted for use by advanced students.

(5 semester periods)

PI 5.1 INTERMEDIATE GRAMMAR AND COMPOSITION

Composition skills and emphasis on grammar; sentence structure; vocabulary building; punctuation; spelling; improving reading skills through comprehension. Additional written work required.

Authorized Texts: *A Programmed Approach to Writing*, Gordon, et al (Ginn), Vols. 1, 2
 OR

English 3200, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test. (If previously taken in PI 1.4, substitute Lesson Units 7-12 and Final Test.)

Supplemental Materials: *Spelling Self Taught*, Basch and Finklestein (Sterling)

Spelling Improvement, Fergus (McGraw-Hill)

Punctuation and capitalization programs as needed. (See PI 1.1-1.4)

All materials for English 1, 2, 3, 4

Career English, Auto-Tutor (Sargent-Welch)

(5 semester periods)

PI 5.2 ADVANCED GRAMMAR AND COMPOSITION

Review of fundamentals of grammar, sentence structure, good usage, vocabulary building; punctuation; spelling; pronunciation; emphasis on composition. Prerequisite: English 4, or equivalent. Additional written work required.

Authorized Texts: *English 3200*, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test, if not previously taken in English 5.1; otherwise, Lesson Units 7-12 and Final Test

OR

Effective Writing, Smith and Stapleford, Tutor Text (Doubleday)

Supplemental Materials: All materials listed for English 1, 2, 3, 4, 5.1

(5 semester periods)

PI 7 ENGLISH REVIEW AND READING IMPROVEMENT

Developing and improving the techniques of speaking, reading, and writing the English language; emphasis on practical usage or preparation for English 1.1: or student can

advance to English 1.2. For credit only when instructor determines that a full semester of work is completed.

Authorized Texts: *English 2200*, Blumenthal (Harcourt), and/or supplemental texts, depending on needs of individual pupil. (See texts suggested for previously listed courses.)

OR

English Grammar, Lish (BRL), Vol. 1

Basic Supplemental Materials: Based on individual needs, use any materials listed as supplemental for English 1 to prepare students for *English 2200*, the basic text for English 1.

Suggested Supplemental Materials: *Learning 100*, multi-media learning system (EDL)

Learning 300, multi-media learning system (EDL)

Listen and Read Programs, D, DA, EA, FA, GHI, JKL, MN, record/cassette (EDL)

Listen and Think Programs, D, E, F, G, H, I, record/cassette (EDL)

Reading Laboratories III-A, III-B, IV-A (SRA)

Dimensions in Reading, Manpower and Resources (SRA)

Reading Attainment Systems 1 and 2 (Grolier)

Study Skills Libraries: Science, Social Studies, Reference (EDL)

Wordcraft 1 and 2 (Communacad)

Note: To meet State requirements for a remedial reading course, it is suggested that this course be divided into 7.1 (Reading Improvement, 5 credits) and 7.2 (English Review, 5 credits).

(10 semester periods)

PI 16 MODERN LITERATURE

Selected readings in various types of modern literature; study and development of appreciation for the novel, the short story, poetry, and the essay; modern trends in literature; influence of literary works on contemporary life.

Authorized Texts: Selection from standard textbook – A, B, C – to parallel the programed texts as indicated:

A. *Adventures in Appreciation*, Loban and Olmstead (Harcourt). Programed text: *Steps to Reading Literature*, Spochs, et al (Harcourt), Vol. 1

B. *Adventures in American Literature*, Fuller and Kinnick (Harcourt). Programed text: *Steps to Reading Literature*, Brooks (Harcourt), Vol. 2

C. *Adventures in English Literature*, Priestly and Spear (Harcourt). Programed text: *Steps to Reading Literature*, Spochs, et al (Harcourt), Vol. 3

Supplemental Materials: *AGEP Booklets 7, 13, 16, 39-50* (U.S. Government Printing Office), and pre- and post-tests.

Listen and Read, JKL (EDL)

Listen and Think, F, G, H, I, (EDL)

(5 semester periods)

PI 30 POWER READING

Rapid reading techniques and reading skills; use of electronic or mechanical reading devices, controlled reading films, extensive vocabulary exercises; speed reading trials and individual testing for improvement.

Authorized Texts: *Craig Reading Program* (Craig). Boxes C1-C3; Box B for enrichment and Box A for additional growth.

OR

SRA Reading Kits through *IV-A* (SRA). Beginning kit determined by level of reader.

Supplemental Materials: *Controlled Reader* (EDL),

Programs DA, EA, FA, GA, HA, IJ, JI, KL, LK, MN (Beginning level determined by reading level of student).

Reading Comprehension, Auto-Tutor (Sargent-Welch), No. 7780 Gr. 5-6, No. 7781 Gr. 7-8

Skimmer and Scanner (EDL)

Reading Accelerator, Model IV (SRA)

(5 semester periods)

PI 33 SEMANTICS

Intensive study concerning the meanings of the elements of language communication; significance attached to words and forms; development of more accurate expression and greater understanding.

Authorized Text: *Applied Logic*, Scriven (BRL)

Supplemental Materials: *Wordclues G to M* (EDL)

Vocabulary III (SRA)

Reading for Understanding, General Edition (SRA)

(2½ semester periods)

FOREIGN LANGUAGES

PI 54.1 FRENCH 1

Introduction to modern French; correct pronunciation; basic speech patterns; practical vocabulary; grammar necessary for simple oral and written French.

Authorized Texts: *Modern French – French A*, Burroughs (BRL), Books 1, 2; 8 tapes

Supplemental Materials: *French Phonetics*, Burroughs (BRL), 3 tapes.

(5 semester periods)

PI 54.2 FRENCH 2

Continuation of French 1; practical vocabulary and usage; continued study of grammar necessary for correct spoken and written French. Prerequisite: French 1, or equivalent.

Authorized Texts: *Modern French – French B*, Burroughs (BRL), 11 tapes

(5 semester periods)

PI 55.1-2 FRENCH READING AND WRITING 1, 2

A review of French syntax and vocabulary as related to reading and writing; recommended for students desiring to improve French reading and writing skills and for persons preparing for university-level language reading examinations.

Authorized Texts: *Programmed French*, Burroughs (BRL), Reading and Writing Books 1-3

(10 semester periods)

PI 60.1-2 GERMAN 1, 2

Introduction to German; correct pronunciation; basic speech patterns; practical vocabulary of conversational usage; syntax necessary for correct oral and written German.

Authorized Texts: *German A*, Ellert (BRL), Books 1-5: 12 tapes. Additional classroom practice in oral German recommended.
(10 semester periods)

PI 60.3-4 GERMAN 3, 4

Increased proficiency in oral and written use of German; review of syntax; reading of simple stories. Prerequisite: German 1, 2, or equivalent.

Authorized Texts: *German B*, Ellert (BRL), Books 6-8: 14 tapes. Additional classroom practice in oral German recommended.
(10 semester periods)

PI 80 INTRODUCTION TO SPANISH

Introduction to Spanish pronunciation, structure, and basic vocabulary; overview of Spanish grammar, including all major tenses and correct conversational usage; recommended for native speakers to improve reading ability in the language and for persons preparing for university language reading examinations; or as a review course for persons who have previously studied Spanish. Credit equivalent to Spanish 1.

Authorized Texts: *Introductory Spanish*, Sullivan (BRL), Books 1-7: 7 tapes
(5 semester periods)

MATHEMATICS

PI 91.1 ALGEBRA 1

Positive and negative numbers; simple equations; formulas; polynomials, factoring. Prerequisite: Basic Mathematics or equivalent.

Authorized Texts: *Fundamentals of Algebra*, Evans and Yesselman (TMI Grolier), Part 1, Vols. 1, 2; Part 2, Vol. 1

OR

Beginning Algebra, Drooyan and Wooten (Wiley), Books 1, 2, and first half of Book 3

OR

Contemporary Algebra, Heimer, et al (Holt), Sections 1-4

Supplemental Materials: *Preparing for Algebra* (Temac)

Programed Practice Book to Accompany Modern Algebra, Structure and Method, Book 1

AGEP Booklets (U.S. Government Printing Office)

(5 semester periods)

PI 91.2 ALGEBRA 2

Continuation of Algebra 1; review of fundamentals; equations; factoring; simple fractions; radicals; simple use of quadratics, using square root table; Pythagorean

theorem. Prerequisite: Algebra 1, or equivalent.

Authorized Texts: *Fundamentals of Algebra*, Evans and Yesselman (TMI-Grolier), Part 2, Books 2-4

OR

Beginning Algebra, Drooyan and Wooten (Wiley), second half of Book 3 and Books 4, 5

OR

Contemporary Algebra, Heimer, et al (Holt), Sections 5-8

Not all books cover material in the same order, but all sequential material listed under Algebra 1 and 2 must be completed before credit for Algebra 2 is granted.

Supplemental Material: *Programmed Practice for Modern Algebra: Trigonometry*, Book 1

(5 semester periods)

PI 91.3 ALGEBRA 3

Review of Algebra 2; products and factors; fractions; powers and roots; simultaneous equations; quadratic equations. Prerequisite: Algebra 2, or equivalent.

Authorized Texts: *Algebra Refresher*, Yesselman (TMI-Grolier), Part 1, Vols. 1-4, Part 2, Vol. 5

OR

Second-Year Algebra, Titiev (EBP), Vols. 1, 2 and first half of Vol. 3

Supplemental Materials: Same as for Algebra 2

(5 semester periods)

PI 91.4 ALGEBRA 4

Systems of equations; graphs; ratios; proportions and variations; numerical trigonometry. Prerequisite: Algebra 3, or equivalent.

Authorized Texts: *Algebra Refresher*, Yesselman (TMI-Grolier), Part 2, Vols. 6-8, and Part 3

OR

Second-Year Algebra, Titiev (EBP), second half of Vol. 3, and Vols. 4, 5

Not all books cover material in the same order but all sequential material under Algebra 3 and 4 must be completed before credit for Algebra 4 is granted.

Supplemental Materials: Same as for Algebra 2 and 3

(5 semester periods)

PI 92 ARITHMETIC REVIEW

Review of number combinations and skills in addition, subtraction, and division; not for credit, if pre-test shows reasonable skill.

Authorized Texts: *ASMD-4*, Hancock, et al (Addison-Wesley), 4 booklets

OR

Elementary Arithmetic (TMI-Grolier), Vols. 1-5

Supplemental Materials: *Cycloteacher, Math Cycle* (Field)

Math Lab (McCormick-Mathers), Grades 3-6

Sullivan Programed Math (McGraw-Hill)

Computational Skills Development Kit (SRA)
Arithmetic Fact Kit (SRA)

(5 semester periods)

PI 94.1 BASIC MATHEMATICS 1

Addition, subtraction, multiplication, division of whole numbers, common fractions, decimal fractions; per cent; square root.

Authorized Texts: *Basic Mathematics*, O'Malley (Addison-Wesley), Books 1-3

OR

Films 1-4, Auto-Tutor (Sargent-Welch)

Supplemental Materials: *Cycloteacher, Math Cycle* (Field)

All materials listed for arithmetic review

(5 semester periods)

PI 94.2 BASIC MATHEMATICS 2

Continuation of Basic Mathematics 1: review of fundamentals; area and volume of simple geometric figures; measurements; metric systems; algebra of simple formulas.

Authorized Texts: *Basic Mathematics*, O'Malley (Addison-Wesley), Vols. 4, 5 and either

Enrichment Topics in Basic Mathematics, O'Malley (Addison-Wesley)

or

Understanding Modern Mathematics: Points, Lines, and Planes, Dauschi, et al (Macmillan). This text is especially recommended if the student plans to enroll in Algebra 1.

OR

Films 5-8, Auto-Tutor (Sargent-Welch)

Refresher Mathematics, Stein (Allyn and Bacon), is suggested for excellent supplemental work, class work, and testing because it contains large numbers of problems at various levels.

Supplemental Materials: *Cycloteacher, Math Cycles* (Field)

Preparing for Algebra (Temac)

(5 semester periods)

PI 96 INTRODUCTION TO MODERN MATHEMATICS

New concepts of modern mathematics, including structure and application through discovery methods; mathematical patterns; less emphasis on computation, but greater emphasis on "why" of problem solving.

Authorized Texts: Any three of the following from *Understanding Modern Mathematics*, Dauschi, et al (Macmillan): bases and numerals; number sentences; probability; factors and primes; modular systems; points, lines, and planes (not if taken in Basic Mathematics).

Supplemental Materials: *Numeration Systems and Scientific Notation*, Bucknell Math Self-Study System 2, Hauck and Moore (Webster-McGraw)

Liquid Duplication Masters (Continental)

Understanding Problems in Arithmetic, Coronet Learning Programs.

(5 semester periods)

P 97.1 HIGH SCHOOL MATHEMATICS 1

Functional uses of arithmetic; percentage, measurement and consumer mathematics; understanding of number concepts; use of formula estimation, simple statistical graphs; space perception; intuitive geometry, informal trigonometry, metric system; applications to practical problems. (May be substituted for Basic Mathematics, but credit may not be granted for both.)

Authorized Text: *Introduction to Modern Mathematics*, Hancock, et al (BRL),
Vols. 1-3

Supplemental Materials: *Refresher Math*, Stein
Bucknell Math Self-Study System 1 and 2, Hauck and Moore (Webster-McGraw)
Liquid Duplicating Masters (Continental)
Fractions, Decimals, Percentages, Hauck and Moore (Webster McGraw)
Numeration Systems and Scientific Notation (Webster-McGraw)
Introducing the Metric System, Coronet Learning Programs
Understanding Problems in Arithmetic, Coronet Learning Programs
(5 semester periods)

PI 97.2 HIGH SCHOOL MATHEMATICS 2

Functional uses of arithmetic, percentage, measurement and consumer mathematics; understanding of number concepts; use of formulas, estimation, simple statistical graphs; space perception; intuitive geometry, informal trigonometry, metric system; applications to practical problems. (May be substituted for Basic Mathematics 2, but credit may not be granted for both.)

Authorized Text: *Introduction to Modern Mathematics*, Hancock, et al (BRL),
Vols. 4, 5

Supplemental Materials: Same as for High School Mathematics
AGEP Booklets (U.S. Government Printing Office)
(5 semester periods)

PI 112.1-2 PLANE GEOMETRY 1, 2

Basic concepts, postulates and axioms, problem solving, circles, measurements, logic, proportions.

Authorized Text: *Plane Geometry*, Curtis (Ternac-EBP)
Although a programed test is available, it is suggested that it be used only
by the exceptional student with close teacher supervision.
(10 semester periods)

PI 115.1 SLIDE RULE, MATHEMATICAL NOTATION, AND MEASUREMENT

Theory of the slide rule and reading of scales; problems involving multiplication, division, squares and cubes, square root and cube root, mathematics of large and small numbers by use of powers, combined factors, commutative and distributive principles; metric system.

Authorized Texts: *Numbers and Units for Science*, Harris, et al (BRL)
Basic Slide Rule Operation, Middlestadt (McGraw)
OR
Films 1-3, Auto-Tutor (Sargent-Welch)

(5 semester periods)

PI 121 TRIGONOMETRY

Functions of acute and right angles; solution of right and oblique triangles; trigonometric and logarithmic tables.

Authorized Texts: *Trigonometry*, Luckham (Temac-EBP), Vols. 2, 3

OR

Films 1 and 2, Auto-Tutor (Sargent-Welch)

(5 semester periods)

SCIENCES**PI 131.1 CHEMISTRY 1**

Structure and classification of matter; oxygen; hydrogen; solutions; acids, bases, and salts; ionization; valences; formulas; balancing equations; periodic tables; problems involving laws of chemistry. For elective credit only or review; not a laboratory science.

Authorized Texts: *Principles of Chemistry*, Harris (BRI), Books 1-4

AGEP Booklets, Science U.S. (Government Printing Office)

(5 semester periods)

PI 131.2 CHEMISTRY 2

Continuation of Chemistry 1; important elements; non-metals; light and heavy metals; atomic reactions; recent developments in chemistry. For elective credit or review; not a laboratory science.

Authorized Texts: *Principles of Chemistry*, Harris (BRI), Books 5-8

(5 semester periods)

PI 137 GENERAL SCIENCE

Introduction to science; living things; structures, habits, and uses of plants; animals; the human body; diseases; diet; nature of matter; air, water; weather; the sun and planets; the earth; magnetism and electricity; basic chemistry.

Authorized Texts: *Biology*, No. TT401-1 (TMI-Grolier)

Chemistry, No. TT401-2 (TMI-Grolier)

and one of the following:

Sound, Light, Electricity, Communications, No. TT404, 1-2 (TMI-Grolier);

Measurements, Meteorology, and Astronomy, No. TT403, 1-2 (TMI-Grolier);

Work and Machines, No. TT402, 1 (TMI-Grolier).

OR

Any two volumes of *General Science Programmed Learning Laboratory 1-4*, Accelerated Instruction Methods Corp. (Macmillan)

AGEP Booklets, Science U.S. (Government Printing Office)

(5 semester periods)

PI 152.1 PHYSIOLOGY 1

Organs of the human body; bones, tissue, muscles. Not for laboratory science credit.

Authorized Text: *Human Physiology* (TMI-Grolier), Vols. 1, 2

Supplemental Materials: *Body Structure and Function*, Igei and Bolden, American Safety Series (BRL)

OR

Basic Concepts of Physiology and Anatomy, Dean, et al (Lippincott)

(5 semester periods)

PI 160.1 ASTRONOMY 1

The sun, the planets, the constellations, and the night sky.

Authorized Texts: *Programmed Astronomy*, Sullivan (McGraw), Vol. 1

The Solar System, Sullivan (McGraw), Vol. 2

The Night Sky, Sullivan (McGraw)

(2½ semester periods)

SOCIAL SCIENCES

PI 186.1 UNITED STATES HISTORY 1

Political, social, and economic development of the United States; discovery; colonial period; struggle for independence; establishment of constitutional government; the westward movement; sectionalism and the Civil War; personalities, ideas, and events in American history; roles and contributions of various ethnic groups to early economic, political, and social development of California and the nation.

Authorized Texts: *Modulearn Series* (Modulearn, Inc.), 4 vols.

(5 semester periods)

PI 186.2 UNITED STATES HISTORY 2

Continuation of United States History 1; development of the United States from 1895 to the present; industrial expansion; foreign relations; the two world wars; the emergence of the United States as a world power; California history; study of the roles and contributions of various ethnic groups to modern economic, political, and social development of California and the nation. Prerequisite: U.S. History 1, or equivalent.

Authorized Texts: *Modulearn Series* (Modulearn, Inc.), 5 vols.

A Programed Approach: The United States in the Twentieth Century, Lesser (available at Los Angeles City College Campus Bookstore).

(5 semester periods)

PI 188.1 UNITED STATES GOVERNMENT 1

Legislative, executive, and judicial framework and functions of national, state, and local governments; traditions and practices; privileges and responsibilities under a democratic form of government. Must include teacher-selected material about California government.

Authorized Texts: *United States Constitution*, Paul McCloskey, Jr. (BRL)

American Government, Rosenhack (BRL), Vols. 1, 2

Elections and Voting, National, Chester (Macmillan)

Elections and Voting in California, Chester (Macmillan)

Supplemental reading and specific project recommended.

Supplemental Materials: *Amendments to the Constitution* (Allyn and Bacon)
AGEP Booklets 3-12 and 30-38, including pre- and post-tests. (U.S. Government Printing Office)
The Bill of Rights (Coronet Learning Programs)
Modulearn Series (Modulearn, Inc.), 3 books
 (5 semester periods)

PI 188.2 UNITED STATES GOVERNMENT 2

A problem-solving approach to the study of United States government, including contemporary American problems, economics, international relations and current history; operation of state and local governments.

Authorized Texts: *American Government*, Rosenhack (BRL), Vols. 1, 2
American Economics Series, Lumsden, et al (BRL), Vol. 7

Supplemental Materials: Same as for U.S. Government 1
 (5 semester periods)

PI 199 UNITED STATES GEOGRAPHY

Physical, economic, and political aspects of important areas of the United States; influences of geography on political, economic and social problems.

Authorized Texts: *Geography of the United States*, McGraw and Williams (BRL), Vols. 1-3 and map supplement for each

Supplemental Materials: *Cycloteacher, Map Study Cycles* (Field)
Social Studies (EDL)
Maps - How We Read Them: Latitude and Longitude; Westward Expansion of Our Nation (Coronet Learning Programs)
AGEP Booklets (U.S. Government Printing Office)
 (5 semester periods)

PI 213 APPLIED PSYCHOLOGY

Investigation of human behavior as an aid to solving practical human problems; understanding of interests, aptitudes, attitudes, desires, and "drives" in personal adjustment; psychology in human relations.

Authorized Text: *The Analysis of Behavior*, Skinner (McGraw)
 (5 semester periods)

PI 214 PHYSIOLOGICAL PSYCHOLOGY

Reasons for psychological reactions through the physical, rather than the reasoning, system; functions of touch, sight, and similar receptors in response to stimuli.

Authorized Texts: *Physiological Psychology*, Kimble (Addison-Wesley)
OR
Biological Basis of Behavior, McGuigan (Prentice-Hall)
 (2½ semester periods)

PI 218 ECONOMICS AND THE CONSUMER LAW

Introductory, basic concepts of economics; principles of money management, budgeting, wise "buymanship," fraud protection; legal rights of and recourses open to consumers.

Authorized Text: *Modern Consumer Education* (Grolier)

(10 semester periods)

PI 219 ECONOMICS

Characteristics and functions of the economic system; production and distribution of wealth; laws of supply and demand; business organization; government regulations; labor problems; money and banking; business fluctuation.

Authorized Texts: *American Economic Series*, Lumsden, et al (BRL). Either Vols. 1-3 and choice of one other, or Vols. 1, 7 and choice of two others. If PI 188.2 has been completed, select those volumes not used for credit in that course.

(5 semester periods)

GENERAL EDUCATION DEVELOPMENT (G.E.D.) PREPARATION**PI 280 HIGH SCHOOL SUBJECTS REVIEW - G.E.D. PREPARATION**

Comprehensive review of the key concepts in the high school curriculum contained in the five basic subject areas of English Grammar, Social Studies, General Science, English Literature, and Mathematics.

Authorized Text: *AGEP Booklets* (U.S. Government Printing Office)

(10 semester periods)

FINANCE**PI 370 PERSONAL FINANCE**

Application of principles of finance to problems of everyday living; analysis of the functions of financial institutions; selection of services for borrowing money, buying insurance, buying a home, and making investments; keeping financial records; drawing up a will.

Authorized Text: *Consumer Mathematics Series*, Lumsden, et al (BRL): *Vocational Opportunities and Lifetime Earnings*, *The Pay Check*, *The Household Budget*, *The Wise Buyer*, *Income Tax*, *Insurance*, *Investments*. Any four of these books can be used to meet the requirement.
Modern Consumer Education (Grolier)

(5 semester periods)

GENERAL BUSINESS**PI 378 BUSINESS ENGLISH**

Effective use of English in business; general review of composition, grammar, and usage; emphasis on sentence structure, punctuation, word usage, business vocabulary.

and spelling. Prerequisite: English 2, or equivalent

Authorized Text: *Practical Business English for Colleges*, Arner (South-Western)
OR
Business English and Communication, Stewart, et al (Gregg-McGraw)
(5 semester periods)

PI 385 BUSINESS MATHEMATICS

Includes review of fundamentals; general problems of budgeting; banking; interest and credit; income tax; accounting; installment buying; wages; related business activities.

Authorized Texts: *Business Mathematics*, Hoffman (McGraw), Vols. 1-4. Any three volumes.
Programed Business Mathematics, (Gregg-McGraw), Books 1-3, revised
Cycloteacher, Math Cycles (Field)
(5 semester periods)

HEALTH EDUCATION

PI 836 FIRST AID

Accident prevention; emergency treatment; resuscitation; transportation of injured; home emergencies.

Authorized Texts: *American Health and Safety Series*, Igel and Bolden (BRL):
First Aid, Safety
OR
First Aid Booklet (American Red Cross)
(5 semester periods)

PI 841 HEALTH AND HYGIENE

Problems in personal and community hygiene; human anatomy and physiology; cause and control of diseases; nutrition; sanitation; mental health.

Authorized Texts: *American Health and Safety Series*, Igel and Bolden (BRL):
First Aid and any four of the following: *Communicable Diseases*,
Nutrition, Personal Health, Safety, Body Structure and Function,
Veneral Disease
Supplemental Materials: *Your Heart and Circulation; Cells: Their Structure and Function*, Coronet Learning Program
(5 semester periods)

Several courses in programmed instruction that are either not included in the *Catalog of Authorized Subjects* or not included in Appendix A are offered at many of the Individualized Adult Learning Centers. For assistance in establishing these courses, call the nearest community adult school, the Career and Continuing Curriculum Office (687-1708), or any of the media centers listed in Appendix C. Course outlines, suggestions, and other forms of help may be available.

Examples of such courses are the following:

- Communications Skills
- Elementary Subjects
- English Review and Reading Improvement
- Mathematics for Nurses
- Medical Terminology
- Phonics
- Pre-Employment Package
 - Application Forms
 - Reading Want Ads, etc.
- Specialized Vocabulary Development
 - Auto Mechanics
 - Allied Health
 - Nursing
 - Dental Assistant
 - Medical Assistant
- Study Skills
- Vocabulary Building

APPENDIX **B**

COURSES NOT LISTED



APPENDIX

C

ADULT SCHOOLS WITH INDIVIDUALIZED LEARNING CENTERS

REGIONAL MEDIA CENTERS



The Division of Career and Continuing Education has established five individualized adult learning centers to "decentralize" services, materials, and other resources for community adult schools and regional occupational centers in given areas. Locations of these centers and the names of personnel are listed below. Staff members at any of the centers will assist in developing a learning laboratory and will provide advice regarding materials and equipment. They can also supply course outlines related to programed learning.

E. Manfred Evans Community Adult School

717 North Figueroa Street

Los Angeles 90012

626-7151

Mrs. Frances Finch

Central City Regional Occupational Center

1646 South Olive Street

Los Angeles 90015

748-6511

Mrs. Elsie Withey

Garfield Community Adult School (Marianna Branch)

145 South Eastern Avenue

Los Angeles 90022

264-7685

Mrs. Camilla Townsend

Washington Community Adult School

10860 South Denker Avenue

Los Angeles 90047

757-4108

Mr. Earl Veits

West Valley Regional Occupational Center

6200 Winnetka Avenue

Woodland Hills 91364

346-3540

Mr. Ron Kindig

Other members of the Committee for Individualized Adult Learning Centers who are available to assist in the establishing of new centers include Mrs. Joan Ririe, Menlo Adult Basic Education Center; Mr. William Ririe, Banning Community Adult School, and Mrs. Jean Kardon, East Los Angeles Occupational Center.

The community adult schools listed on the following pages have study skills centers and classes that utilize programed and individualized learning techniques. Visit the center or school in your area for assistance in the selection of instructional materials.

COMMUNITY ADULT SCHOOLS AND OCCUPATIONAL CENTERS

BANNING COMMUNITY ADULT SCHOOL	1700 North Avalon Boulevard Wilmington 90741	855-0684
BILINGUAL COMMUNITY ADULT SCHOOL	3031 Whittier Boulevard Los Angeles 90023	262-4136
CENTRAL CITY REGIONAL OCCUPATIONAL CENTER	1646 South Olive Street Los Angeles 90015	748-6511
Paramedical Regional Occupational Center	3721 West Washington Boulevard Los Angeles 90016	314-371
DORSEY COMMUNITY ADULT SCHOOL	3537 Farmdale Avenue Los Angeles 90016	292-0455
EAST LOS ANGELES REGIONAL OCCUPATIONAL CENTER	1084 North Chicago Street Los Angeles 90033	223-4283
E. MANFRED EVANS COMMUNITY ADULT SCHOOL	717 North Figueroa Street Los Angeles 90012	626-7151
Cambria Branch	1510 Cambria Street Los Angeles 90027	626-7151
Central Branch	211 West 17th Street Los Angeles 90017	748-2187
LAUREN COMMUNITY ADULT SCHOOL	7850 Melrose Avenue Los Angeles 90046	654-4085
FRANKLIN COMMUNITY ADULT SCHOOL	820 North Avenue 54 Los Angeles 90042	256-2144
GARDENA COMMUNITY ADULT SCHOOL	1301 West 182nd Street Gardena 90247	323-2686
GARFIELD COMMUNITY ADULT SCHOOL	5101 East 6th Street Los Angeles 90022	262-5163
HOLLYWOOD COMMUNITY ADULT SCHOOL	1521 North Highland Avenue Los Angeles 90028	467-6191
HUNTINGTON PARK COMMUNITY ADULT SCHOOL	6020 Miles Avenue Huntington Park 90255	581-7720
JEFFERSON COMMUNITY ADULT SCHOOL	1319 East 41st Street Los Angeles 90011	231-1166
LINCOLN COMMUNITY ADULT SCHOOL	3501 North Broadway Los Angeles 90031	222-5204
LOS ANGELES COMMUNITY ADULT SCHOOL	4600 West Olympic Boulevard Los Angeles 90019	933-8137
MANUAL ARTS COMMUNITY ADULT SCHOOL	4131 South Vermont Avenue Los Angeles 90037	234-9177
NORTH HOLLYWOOD COMMUNITY ADULT SCHOOL	5231 Colfax Avenue North Hollywood 91601	766-8186

NORTH VALLEY REGIONAL OCCUPATIONAL CENTER	1309 Mott Street San Fernando 91340	365-9684
RESEDA COMMUNITY ADULT SCHOOL	18230 Kittridge Street Reseda 91335	343-1977
SAN PEDRO COMMUNITY ADULT SCHOOL	1001 West 15th Street San Pedro 90731	833-3361
UNIVERSITY COMMUNITY ADULT SCHOOL	11800 Texas Avenue Los Angeles 90025	477-2084
VAN NUYS COMMUNITY ADULT SCHOOL	6536 Cedros Avenue Van Nuys 91409	785-5427
VENICE COMMUNITY ADULT SCHOOL	13000 Venice Boulevard Los Angeles 90066	391-0411
WASHINGTON COMMUNITY ADULT SCHOOL	10860 South Denker Avenue Los Angeles 90047	757-4108
WEST VALLEY REGIONAL OCCUPATIONAL CENTER	6200 Winnetka Avenue Woodland Hills 91364	346-3540

SKILL CENTERS

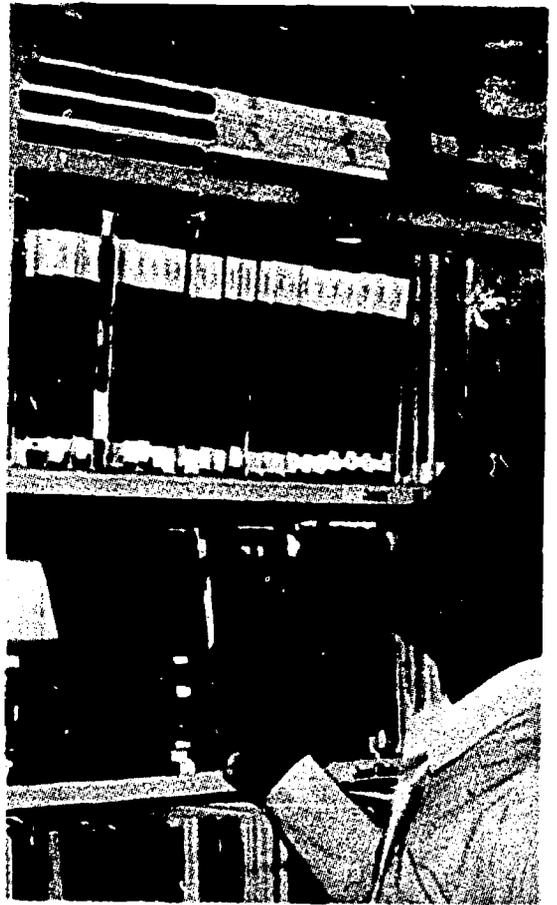
EAST LOS ANGELES SKILL CENTER	1230 South Monterey Pass Road Monterey Park 91754	263-6903
PACOIMA SKILL CENTER	13299-13301 Louvre Street Pacoima 91331	896-9558
VENICE SKILL CENTER	324 Lincoln Boulevard Venice 90291	392-4153
WATTS SKILL CENTER	840 East 111th Place Los Angeles 90059	564-4451

SPECIALLY FUNDED PROGRAMS

CATHOLIC YOUTH ORGANIZATION ADULT BASIC EDUCATION CENTER	3802 Brooklyn Avenue Los Angeles 90063	687-4741
MENLO ADULT BASIC EDUCATION CENTER	1216 South Menlo Avenue Los Angeles 90006	386-6970
SAUGUS URBAN RESIDENTIAL AND EDUCATIONAL CENTER	27234 Bouquet Canyon Road Saugus 91350	680-1577
VENICE ADULT BASIC EDUCATION CENTER	1015 Lincoln Boulevard Los Angeles 90291	399-0798
WORK INCENTIVE PROGRAM (WIN) CAREER CENTER	1817 West Venice Boulevard Los Angeles 90006	487-3830

APPENDIX D

PUBLISHERS AND VENDORS OF INSTRUCTIONAL MATERIALS AND EQUIPMENT



This Appendix contains partial lists of publishers of self-instructional materials and of vendors of instructional equipment and aids.

Since the industry involved in creating programed instructional materials is rapidly expanding, some research should be done before purchase of any materials or equipment to assure that the item is of good quality and has not become obsolete. Staff members whose names are listed in Appendix C will be pleased to offer suggestions. Assistance is also available from the Career and Continuing Curriculum Office in Room G-361 at the Central Administrative Offices.

Content of instructional materials should be current, appropriate in terms of purpose, and of high interest to adults. When ordering audio-visual equipment, determine whether the item is:

1. Easy for teacher and student to operate.
2. Appropriate in terms of course objectives.
3. Adaptable for use in more than one course.

Write to publishers and vendors for current catalogs, using a form letter stating your program objectives and needs. From the catalogs you will be able to select materials or equipment for preview to ascertain whether they will be suitable for use in the learning center.

PRODUCERS OF INSTRUCTIONAL EQUIPMENT

AUDIO-VISUAL RESEARCH
1507 8th St., S.E.
Waseca, Minn. 56093

BELL AND HOWELL
7100 McCormick Rd.
Chicago, Ill. 60645
Distributor:
A.F. Milliron Co., Inc.
1198 S. La Brea Ave.
Los Angeles, Calif. 90019
937-2722

BIO-DYNAMICS, INC.
33 Cambridge Pkwy.
Cambridge, Mass. 02142

CLASSROOM FILM DISTRIBUTORS, INC.
Distributor:
Coast Visual Education
5610 Hollywood Blvd.
Hollywood, Calif. 90028

CRAIG CORPORATION,
EDUCATION DIVISION
3410 S. La Cienega Blvd.
Los Angeles, Calif. 90016

CAREER DEVELOPMENT CORPORATION
229 N. Central Ave.
Glendale, Calif. 91203

DU KANE AUDIO-VISUAL EQUIPMENT
St. Charles, Ill. 00174
Distributor:
J.D. Audio-Visual Sales & Service
1700 E. Walnut
Pasadena, Calif. 91106
792-6682 681-9950

EDUCATIONAL DEVELOPMENTAL
LABORATORIES, INC. (EDL)
Distributor:
Coast Visual Education
5610 Hollywood Blvd.
Hollywood, Calif. 90028

EDUCATORS PUBLISHING SERVICE, INC.
75 Moulton St.
Cambridge, Mass. 02138

HERBERT M. ELKINS COMPANY
10031 Commerce Ave.
Tujunga, Calif. 91042

GRAFLEX EDUCATION AND TRAINING
235 Park Ave.
Suite 1200
New York, N.Y. 10003

GROLIER EDUCATIONAL CORPORATION
845 3rd Ave.
New York, N.Y. 10022

IMED (INSTRUCTIONAL MATERIALS
AND EQUIPMENT DISTRIBUTORS)
1520 Cotner Ave.
Los Angeles, Calif. 90025

KEYSTONE VIEW COMPANY
Meadville, Penn. 16335

LAFAYETTE INSTRUMENT COMPANY
P.O. Box 57
Lafayette, Ind. 47901

LEARNING THROUGH SEEING, INC.
8138 Foothill Blvd.
Sunland, Calif. 91040

MAGNACON COMPANY
12351 Epsilon St.
Garden Grove, Calif. 92640

MINNESOTA MINING AND
MANUFACTURING COMPANY
3M Center
St. Paul, Minn. 55105

PERCEPTUAL DEVELOPMENT
LABORATORIES
6767 Southwest Ave.
St. Louis, Mo. 63143

PSYCHOTECHNICS, INC.
1900 Pickwick Ave.
Glenview, Ill. 60025

RHEEM CALIFONE
5922 Bowercroft St.
Los Angeles, Calif. 90016

SARGENT-WELCH SCIENTIFIC COMPANY
1617 E. Ball Rd.
Anaheim, Calif. 92803

SCIENCE RESEARCH ASSOCIATES, INC.
259 E. Erie St.
Chicago, Ill. 60611

SINGER COMPANY, GRAFLEX DIVISION
 Rochester, N.Y. 14603
 Distributor:
 Don Parsons
 1520 Cotner Ave.
 Los Angeles, Calif. 90025

SOCIETY FOR VISUAL EDUCATION
 1345 Diversey Pkwy.
 Chicago, Ill. 60614

TEACHING TECHNOLOGY CORPORATION
 6837 Hayvenhurst Ave.
 Van Nuys, Calif. 91407

**VENDORS OF PROGRAMED AND NON-PROGRAMED MEDIA:
 KITS, BOOKS, TAPES, EQUIPMENT, LABORATORIES, PROGRAMS**

PUBLISHER

MATERIALS

ADDISON-WESLEY PUBLISHING COMPANY
 2725 Sandhill Rd.
 Menlo Park, Calif. 94205

**ASMD, BASIC MATH SERIES,
 MATH ENRICHMENT, ETC.**

**AGRICULTURAL EXPERIMENTAL STATION
 AGRICULTURAL EXTENSION SERVICE**
 University of Minnesota
 Bulletin Room, 3 Coffey Hall
 St. Paul, Minn. 55101

ALLIED EDUCATION COUNCIL
 5533 Woodlawn Ave.
 Chicago, Ill. 60637
 or
 P.O. Box 78
 Galien, Mich. 49113

**NOONAN MATH, MOTT BASIC
 LANGUAGE SKILLS**

ALLYN AND BACON, INC.
 470 Atlantic Ave.
 Boston, Mass. 02210

REFRESHER MATHEMATICS

AMERICAN BOOK COMPANY
 55 5th Ave.
 New York, N.Y. 10003

AMERICAN EDUCATION PUBLICATIONS
 Education Center
 Columbus, Ohio 43216

ANN ARBOR PUBLISHERS
 Campus Village Arcade
 611 Church St., Box 1446
 Ann Arbor, Mich. 48104

APPLETON-CENTURY CROFTS
 440 Park Ave. S.
 New York, N.Y. 10016

**PROGRAMED VOCABULARY
 SPELLING BY PRINCIPLES
 HOW TO STUDY, WORDS IN CONTEXT**

ARGYLE PUBLISHING CORPORATION
 200 Madison Ave.
 New York, N.Y. 10016

PUBLISHER

AUTOMOBILE CLUB OF SOUTHERN CALIFORNIA

Public Safety Department
2601 S. Figueroa St.
Los Angeles, Calif. 90054

AU-VID, INC.

P.O. Box 964
Garden Grove, Calif. 92642

AV-ED FILMS

7934 Santa Monica Blvd.
Hollywood, Calif. 90046

BAILEY FILMS, INC.

6509 DeLongpre Ave.
Hollywood, Calif. 90028

BARNELL LOFT, LTD.

111 S. Centre Ave.
Rockville Centre, N.Y.

BEHAVIORAL RESEARCH LABORATORIES

P.O. Box 577
Palo Alto, Calif. 94302

THE BOBBS-MERRILL COMPANY, INC.

1300 W. 62nd St.
Indianapolis, Ind. 46268

BOWMAR

622 Rodier Dr.
Glendale, Calif. 91201

R.R. BOWKER COMPANY

1180 Avenue of the Americas
New York, N.Y. 10036

BOYD AND FRASER PUBLISHING COMPANY

308 Locust St.
San Francisco, Calif. 94118

ROBERT J. BRADY COMPANY

130 Q St., N.E.
Washington, D.C.

MATERIALS

**"HOW TO DRIVE IN CALIFORNIA"
PREPARE FOR DRIVER'S TEST**

**PROGRAMED AUDIO-VISUAL
ANATOMICAL MEDICAL TERMINOLOGY**

**SULLIVAN READING, MODERN MATH,
WORLD AFFAIRS, HEALTH SERIES,
GEOGRAPHY, ECONOMICS, MATH LAB, ETC.**

**AUDIO-VISUAL FILMS, FILMSTRIPS,
TRANSPARENCIES, PROGRAMED BOOKS,
ALLIED HEALTH, ETC.**

PUBLISHER	MATERIALS
<p>THE BRUCE PUBLISHING COMPANY 393 Avenue of the Americas New York, N.Y. 10001</p>	
<p>CALIFORNIA TEST BUREAU Division of McGraw-Hill Book Co. Del Monte Research Park Monterey, Calif. 93940</p>	
<p>CAMBRIDGE BOOK COMPANY 488 Madison Ave. New York, N.Y. 10022</p>	
<p>CAREER DEVELOPMENT CORPORATION 229 N. Central Ave. Glendale, Calif. 91203</p>	<p>EQUIPMENT AUDIO-VISUAL ALLIED HEALTH PROGRAMS</p>
<p>CAREER DEVELOPMENT EDUCATION Santa Ana Unified School District 1405 French St. Santa Ana, Calif. 92701</p>	
<p>CENTRAL SCIENTIFIC COMPANY 1700 Irving Park Rd. Chicago, Ill. 60611</p>	
<p>CHILDREN'S PRESS 1224 W. Van Buren St. Chicago, Ill. 60607</p>	
<p>COLLEGE SKILLS CENTER 401 W. 31st St. New York, N.Y. 10001</p>	<p>88 PASSAGES 100 PASSAGES STUDY SKILLS</p>
<p>COMMUNICAD Box 451 Wilton, Conn. 06897</p>	<p>WORDCRAFT 1 and 2, VOCABULARY, RECORD, FILMSTRIPS, AND BOOK</p>
<p>CONTINENTAL PRESS, INC. Chestnut and Eainbridge Elizabethtown, Pa. 17022 or 367 S. Pasadena Ave. Pasadena, Calif. 91105</p>	<p>READING, THINKING, AND LANGUAGE DEVELOPMENT MASTERS, LETTER WRITING KIT, LANGUAGE FILMSTRIPS, ETC.</p>
<p>CONVERSA-PHONE INSTITUTE New York, N.Y. 10001</p>	
<p>CORONET LEARNING PROGRAMS CORONET INSTRUCTIONAL FILMS 65 E. South Water St. Chicago, Ill. 60601</p>	<p>PROGRAMED BASIC LANGUAGE SKILLS, USE OF THE DICTIONARY, FIGURES OF SPEECH, MAP READING, VOCABU- LARY DEVELOPMENT, ETC.</p>

PUBLISHER

MATERIALS

DELMAR PUBLISHERS
Mountainview Ave.
Albany, N.Y. 12205

PRE-VOCATIONAL, PERSONAL
DEVELOPMENT, MATH AND SHOP,
SLIDE RULE, BLUEPRINT, AUTO
MECHANICS

DENOYER-GEPPERT AUDIO-VISUALS
5235 Ravenswood Ave.
Chicago, Ill. 60640

DOUBLEDAY AND COMPANY, INC.
501 Franklin Ave.
Garden City, N.Y. 10017

E.I. DU PONT DE NEMOURS AND COMPANY
Industrial Training Service
Room 7450, Nemours Building
Wilmington, Del. 19898

THE ECONOMY COMPANY
Box 13998
Atlanta, Ga. 30324

EDUCATIONAL AUDIO-VISUAL
29 Marble Ave.
Pleasantville, N. Y. 10570

SPEECH PHONE; AMERICAN SPEECH
SOUNDS; WALL CHARTS FOR
GUIDED COMPOSITION

**EDUCATIONAL DEVELOPMENTAL
LABORATORIES (EDL)**
Division of McGraw-Hill
Huntington, N.Y. 11744
or
c/o Coast Visual Education Co.
5610 Hollywood Blvd.
Hollywood, Calif. 90028

LISTEN READ WRITE THINK; CASSETTES
AND LESSON BOOKS, STUDY SKILLS KITS,
CONTROLLED READER GUIDES AND
FILMSTRIPS, WORD CLUES VOCABULARY
BOOKS, ETC.

EDUCATIONAL ENGINEERING, INC.
381 W. 7th St.
San Pedro, Calif. 90731

EDUCATIONAL PROGRESS CORPORATION
8538 E. 41st St.
Tulsa, Okla. 74145

**EDUCATIONAL SERVICES AND SUPPLIES
COMPANY, INCORPORATED**
261 Alhambra Cir.
Coral Gables, Fla. 33134

EDUCATIONAL SYSTEMS DEVELOPMENT
31270 Stephenson Hwy.
P.O. Box 457
Royal Oak, Mich. 48068

PUBLISHER

MATERIALS

THE EFFECTIVE LEARNING CORPORATION
28 W. Canal St.
Navarre, Ohio 44662

HERBERT M. ELKINS COMPANY
10031 Commerce Ave.
Tujunga, Calif. 91042

ENCYCLOPAEDIA BRITANNICA
FILMS INC.
1150 Wilmette Ave.
Wilmette, Ill. 60091

ENCYCLOPAEDIA BRITANNICA PRESS
425 N. Michigan Ave.
Chicago, Ill. 60611

ENTELEK, INC.
42 Pleasant St.
Newburyport, Mass. 01950

EYE GATE HOUSE, INC.
146-01 Archer Ave.
Jamaica, N.Y. 10570
or
4848 McConnell Ave.
Los Angeles, Calif. 90060
823-1246

FEARON PUBLISHERS
2165 Park Blvd.
Palo Alto, Calif. 94306

FIELD EDUCATIONAL
PUBLICATIONS, INC.
2400 Hanover St.
Palo Alto, Calif. 94304

FOLLETT PUBLISHING COMPANY
1010 W. Washington Blvd.
Chicago, Ill. 60607

GENERAL LEARNING CORPORATION
Career Advancement Programs
3 E. 51th St.
New York, N.Y. 10022

GINN AND COMPANY
Statler Building
Boston, Mass. 02117

GLOBE BOOK COMPANY, INC.
175 5th Ave.
New York, N.Y. 10010

READWELL ESSAYS

"TEMAC" ALGEBRA, ETC.
EDUCATIONAL-VOCATIONAL FILMS,
FILMSTRIPS

AUDIO-LINGUAL ENGLISH SERIES

INDIVIDUALIZED ENGLISH J-II

G.E.D. PROGRAM

PUBLISHER

MATERIALS

GOVERNMENT PRINTING OFFICE
Superintendent of Documents
Washington, D.C. 20402

ADVANCED GENERAL EDUCATION
PROGRAM (G.E.D.) A.G.E.P. BOOKLETS
(NOTE: SEE JOB CORPS)

GRAFLEN EDUCATION AND TRAINING
265 Park Ave. S.
Suite 1200
New York, N.Y. 10003

GROLIER EDUCATION CORP.
(Teaching Materials Corp.)
575 Lexington Ave.
New York, N.Y. 10022

READING ATTAINMENT, MODERN
CONSUMER EDUCATION, MATH,
SCIENCE, SPELLING, PUNCTUATION

GUIDANCE ASSOCIATES
Pleasantville, N.Y. 10570

HARCOURT BRACE JOVANOVICH, INC.
757 3rd Ave.
New York, N.Y. 10017
or
Polk and Geary Streets
San Francisco, Calif. 94109

ENGLISH 2200, 2600, 3200
LITERATURE
STEPS TO BETTER READING

HALLS OF IVY PRESS
10523 Burbank Blvd.
Suite 209
North Hollywood, Calif. 91601

MEDICAL TERMINOLOGY
ANATOMICAL TERMS, TESTS

HARPER AND ROW, PUBLISHERS, INC.
49 E. 33rd St.
New York, N.Y. 10016

HARVARD UNIVERSITY PRESS
79 Garden St.
Cambridge, Mass. 02138

D.C. HEATH AND COMPANY
1050 Northgate Dr.
San Rafael, Calif. 94903

HEALTH, URBAN READING PROGRAMS

HOBART WELDING SCHOOL
Trade Square East
Troy, Ohio 45373

HOLT, RINEHART, AND WINSTON, INC.
383 Madison Ave.
New York, N.Y. 10017

HOPE COLLEGE
Holland, Mich. 49423

HOUGHTON-MIFFLIN COMPANY
2 Park St.
Boston, Mass. 02107

PUBLISHER

MATERIALS

IMPERIAL LEARNING CORPORATION
 c/o Coast Visual Education
 5610 Hollywood Blvd.
 Hollywood, Calif. 90028

MATH POWERPACS, CASSETTE TAPES

IMPERIAL PRODUCTIONS, INC.
 Department K
 Kankakee, Ill. 40901

INSTRUCTIONAL MATERIALS
 AVAILABILITY CENTER
 Office of Instructional Resources
 University of Illinois at Chicago Circle
 Box 4348
 Chicago, Ill. 60680

INSTRUCTIONAL MATERIALS COMPANY
 P.O. Box 8065
 Greensboro, N.C. 27410

INTERNATIONAL EDUCATIONAL
 SERVICES, INC.
 Division of International Textbook Company
 Department 852A
 Scranton, Pa. 18515

JOB CORPS
 United States Department of Labor
 Curriculum Development Branch
 Attn: Mr. William Hinchliff
 111 18th St., N.W.
 Washington, D.C. 20036

READING MANUAL AND PLACEMENT
 TESTS, AGEP BOOKLETS

KENWORTHY INSTRUCTIONAL MATERIALS
 231 E. Millbrae Ave.
 Millbrae, Calif. 94030

LOS ANGELES CITY COLLEGE
 Campus Bookstore
 854 N. Vermont Ave.
 Los Angeles, Calif. 90029

A PROGRAMMED APPROACH: THE
 UNITED STATES IN THE TWENTIETH
 CENTURY, LESSER

LEARNING MATERIALS INC.
 100 E. Ohio St.
 Chicago, Ill. 60611

J. B. LIPPINCOTT COMPANY
 Educational Publishing Division
 East Washington Square
 Philadelphia, Pa. 19105

PUBLISHER	MATERIALS
<p>LONG FILMSLIDE SERVICE 7505 Fairmount Ave. El Cerrito, Calif.</p>	
<p>LYONS AND CARNAHAN, INC. 407 E. 25th St. Chicago, Ill. 60616</p>	
<p>THE MACMILLAN COMPANY 866 Third Ave. New York, N.Y. 10022 or 23 Orinda Way Orinda, Calif. 94563</p>	<p>"LEARNING HOW TO READ THE DICTIONARY" WORD ANALYSIS AND VOCABULARY DEVELOPMENT READING COMPREHENSION</p>
<p>McCORMICK-MATHERS PUBLISHING COMPANY Wichita, Kan. 67201 or 300 Pike St. Cincinnati, Ohio 45202</p>	<p>MATH LAB</p>
<p>McGRAW-HILL COMPANY Gregg Division 330 W. 42nd St. New York, N.Y. 10036 or 8178 Redwood Hwy. Novato, Calif. 94947</p>	<p>TYPING, FILING, SHORTHAND, BOOKKEEPING</p>
<p>MAST DEVELOPMENT COMPANY 2212 E. 12th St. Davenport, Iowa 52803</p>	<p>LANGUAGE TAPES</p>
<p>MEDIA MASTERS 400 W. 6th St. Tustin, Calif. 92680</p>	<p>ELECTIONS AND VOTING, CALIFORNIA AND NATIONAL; BUILDING BETTER SENTENCES, LIBRARY SKILLS, ETC.</p>
<p>MEDICAL COLLEGE OF GEORGIA BOOKSTORE Augusta, Ga. 30902</p>	
<p>CHARLES E. MERRILL BOOKS, INC. 1300 Abram Creek Dr. Columbus, Ohio 43216</p>	<p>GUIDING READING POWER MODERN READING BOOKS</p>
<p>CHARLES E. MERRILL COMPANY 2533 Turk Blvd. San Francisco, Calif. 94118</p>	<p>MODERN READING SKILL TESTS, ETC.</p>
<p>MODULARN, INC. 32153 Camino Capistrano San Juan Capistrano, Calif.</p>	<p>U.S. HISTORY AND GOVERNMENT (PROGRAMED) INCLUDES TESTS, MANUAL, AND ANSWER KEY</p>

PUBLISHER**MATERIALS****MONEY MANAGEMENT INSTITUTE**

Household Finance Corp.
Prudential Plaza
Chicago, Ill. 60601

MT. SAN JACINTO COLLEGE

21400 Highway 79
Gilman Hot Springs, Calif. 92340

MOSBY COMPANY

St. Louis, Mo.

NATIONAL EDUCATION ASSOCIATION

1201 16th St., N.W.
Washington, D.C. 20036

**NATIONAL COUNCIL OF TEACHERS
OF ENGLISH**

508 S. 6th St.
Champaign, Ill. 61820

NATIONAL DAIRY COUNCIL

111 N. Canal St.
Chicago, Ill. 60606

NEW READERS PRESS, INC.

Box 131
Syracuse, N.Y. 13210

NEW YORK TIMES

Book and Educational Division
229 W. 43rd St.
New York, N.Y. 10036

NOBLE AND NOBLE PUBLISHERS, INC.

750 3rd Ave.
New York, N.Y. 10017

OXFORD BOOK COMPANY

Keystone Educational Press Inc.
10639 Riverside Dr.
North Hollywood, Calif. 91602

PACIFIC TELEPHONE

740 So. Olive
Los Angeles, Calif. 90015

PHOTO AND SOUND COMPANY

870 Monterey Pass Rd.
Monterey Park, Calif. 91754
264-6850

**MULTI-MEDIA PACKETS IN HISTORY,
NURSING, AUTO MECHANICS, ETC.**

**TECHNICAL, NURSING, AND
VOCATIONAL BOOKS**

PUBLISHER**MATERIALS**

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Samples of diagnostic placement tests used at some individualized adult learning centers have been included in this Appendix.

The Job Corps Screening and Placement tests are in the public domain and therefore are not copyrighted. These instruments are used to determine the student's **reading comprehension** level. They correlate with the Gray Oral Reading, the Jastak Wide Range, and the Hotel Word Opposites tests in determining what the initial reading placement should be.

In Appendix F are listed additional examples of informal reading instruments and names of test publishers.

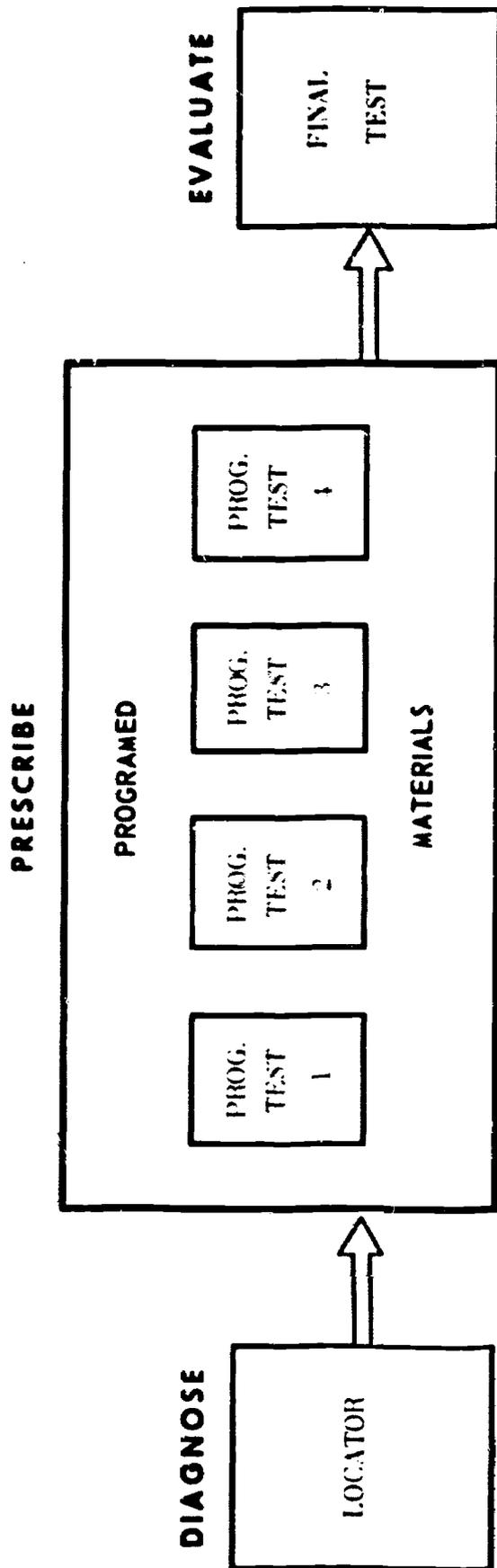
APPENDIX

E

SAMPLES OF DIAGNOSTIC PLACEMENT TESTS



SEQUENCE OF PROGRESS

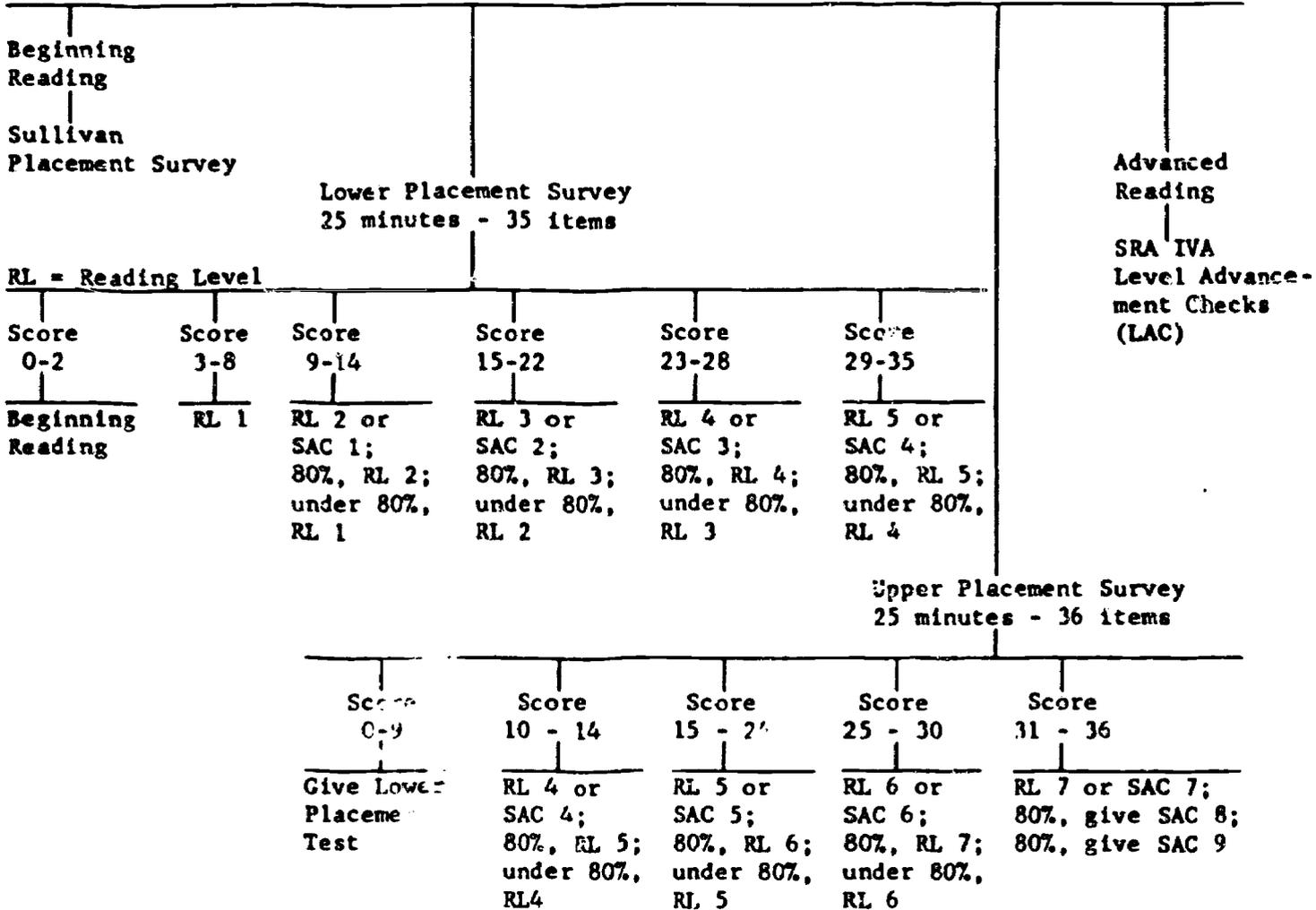


ESTABLISHING STUDENT'S READING LEVEL FROM PLACEMENT TESTS

Screening Survey
Lower Placement Survey
Upper Placement Survey

Screening Survey
13 minutes - 25 items

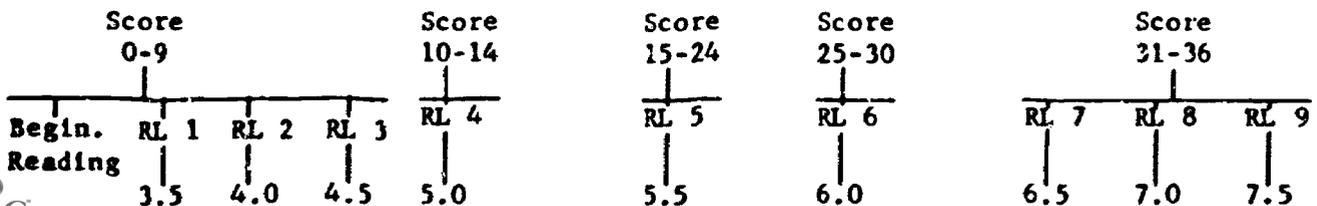
Score 0 - 8 Score 9 - 14 Score 15 - 20 Score 21 - 25



SAC Test is the Step Advancement Check test which determines whether or not the student should move up to the next higher reading level.

JOB CORPS READING LEVELS AND APPROXIMATE GRADE LEVELS

Compared with scores on Job Corps Upper Placement Test:



My interest in octopuses started a few years ago in Palm Beach. I watched a pair of 11 in two six-foot tanks at the Marine Biological Laboratory. With their tentacles 12 they were a couple of feet across. I was fascinated by the way they moved about. their miraculous way of changing color, the way they caught little crabs with a sudden flip of their 13 and by their almost human eyes that seemed amazingly intelligent.

Spiders, though not generally popular, are true friends of man, and scientists believe that human life could not survive without them. For a spider's life is devoted to snaring and devouring insects which might otherwise 14 and desolate the earth. It has been estimated that each year the spiders in England and Wales destroy 15 more than equal in weight to the entire human population of that area.

- | | | | | |
|-----------------|--------------|-------------------|------------------|--------------|
| 11) ___ glasses | 12) ___ off | 13) ___ tentacles | 14) ___ multiply | 15) ___ webs |
| ___ fish | ___ extended | ___ hands | ___ divide | ___ plants |
| ___ they | ___ invented | ___ feet | ___ fly | ___ animals |
| ___ them | ___ arms | ___ tails | ___ arrive | ___ insects |

Among the most colorful sights in London are the soldiers in scarlet tunics and tall bearskin hats who do 16 duty outside Buckingham Palace and other royal 17. The Brigade of Guards is an example of spit-and-polish, parade-ground perfection. But though they exhibit the elegance of musical comedy soldiers, the Guards in time of war are chosen for some of the toughest frontline fighting jobs. Since 1660 they have taken part in almost every great campaign the British have fought. For three 18 the Guards' tradition of iron discipline has been a force in molding British character. Even under appalling 19, they have 20 set an example of flawless discipline.

- | | | | | |
|---------------------|-------------------|-----------------|-----------------|---------------|
| 16) ___ sightseeing | 17) ___ carriages | 18) ___ hundred | 19) ___ conduct | 20) ___ never |
| ___ combat | ___ ceremonies | ___ centuries | ___ request | ___ sometimes |
| ___ aviation | ___ residences | ___ decades | ___ conditions | ___ then |
| ___ sentry | ___ relatives | ___ years | ___ selection | ___ always |

The history of the protozoa, as a microbiologist Roman Vishnaic tells it, started with the formation of the earth, a process that scientists estimate began three or four million years ago. A whirling ball of gases torn from the sun gradually solidified in a pattern that placed the heaviest elements of our present chemical scale centrally and worked outward to the 21, principally hydrogen and oxygen, the components of water; these intermingled and rose in blankets of 22 many miles high. On the 23 surface the continental platforms floated into place; the global covering gradually hardened and cooled so that it could receive the vaporous layer's endless precipitation as water, instead of reconverting it instantly to steam and sending it aloft again. When this happened, the heavy clouds, piled on each other mile after lofty mile, loosed their burdens like weary sponges; the skies were cleared by 24 that lasted centuries, filling the ocean beds. All this for protozoa, Vishnaic says happily, for life began in the 25.

- | | | | | |
|------------------|--------------|---------------|----------------|--------------|
| 21) ___ heaviest | 22) ___ wool | 23) ___ sun's | 24) ___ clouds | 25) ___ sky |
| ___ lightest | ___ air | ___ earth's | ___ sunshine | ___ universe |
| ___ weakest | ___ heat | ___ moon's | ___ rain | ___ sea |
| ___ darkest | ___ clouds | ___ river's | ___ mist | ___ air |

SAMPLE PLACEMENT SURVEY
Lower Level, 25 Minutes

Name _____

Score _____

Reading Placement Test, RJLPI, for Graded Reading Selections, Levels 1-5

Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense by placing an "x" in front of that word.

Sample item: The new snow was very _____ 1) _____ hot
 _____ cold
 _____ black
 _____ winter

A way has been found to get you safely out of a plane. First, 1 would hit the escape switch. Your 2 top would fall away. A rocket would 3. This would send the seat and you 4 of the plane. Fins would spring out of the seat. 5 keep you from rolling. Then, another 6 would go off. This is to get you out of the seat as you are 7. Then, your parachute 8 like a large flower.

- | | | | |
|---|---|--|--|
| 1) _____ you
_____ it
_____ the plane
_____ your | 2) _____ red
_____ own
_____ car
_____ plane's | 3) _____ sit up
_____ go off
_____ ring
_____ safely | 4) _____ up and out
_____ without
_____ inside out
_____ to and fro |
| 5) _____ Them
_____ It
_____ These
_____ The | 6) _____ seat
_____ plane
_____ rocket
_____ top | 7) _____ landed
_____ rising
_____ swimming
_____ falling | 8) _____ opens
_____ closes
_____ sounds
_____ keeps |

It was 50 degrees below zero. The 9 blew hard. A group of five tired men pushed their way through the high 10. They wanted to be the first to 11 the South Pole. The head of the party was Robert Scott. Many weeks ago their ship had 12 on the coast of Antarctica. A camp was set up. Some of the men stayed 13 to take care of things. Scott and his party started out for the 900 mile walk. Ponies pulled the 1000 pound 14.

- | | | | |
|---|--|---|---|
| 9) _____ cold
_____ wind
_____ windy
_____ water | 10) _____ snow
_____ grass
_____ way
_____ green | 11) _____ climb
_____ paint
_____ live
_____ reach | 12) _____ discovered
_____ left
_____ landed
_____ climbed |
| 13) _____ there
_____ with
_____ afloat
_____ asleep | 14) _____ balloon
_____ truck
_____ boat
_____ sled | | |

Nineteen miles above the earth a man sat inside a large ball. The ball had been carried high into the 15 by a balloon. The man in the 16 was Major Simons.

In the daytime the sun made the ball very hot but an air cooler kept Simons 17. At night it became cold. Then a heater kept him 18. Down on the earth men were tracking the 19. A truck tried to stay 20 the balloon all the time. Simons was 21 to talk with the men by radio. He said he was 22 into a storm.

- | | | | |
|---|---|--|--|
| 15) ___ mountain
___ sky
___ planet
___ building | 16) ___ rocket
___ balloon
___ ball
___ moonship | 17) ___ quiet
___ cool
___ warm
___ high | 18) ___ sleepy
___ fed
___ hungry
___ warm |
| 19) ___ sun
___ satellite
___ stars
___ balloon | 20) ___ below
___ by
___ beside
___ over | 21) ___ able
___ first
___ unlikely
___ not | 22) ___ outside
___ beginning
___ heading
___ jumping |

In the summer of 1957, men built a small town at the South Pole. They knew life would be 23. Still they went to study the stars, the air around them, and the snow and ice below them. Quickly they 24 their houses. All buildings were joined 25 by snow tunnels. The men knew that for days it would stay more than 80 26 below zero. Because of these snow 27 they did not have to go outside very often. Going outside when it is even 60 degrees below 28 is very hard on a man.

- | | | | |
|---|---|--|--|
| 23) ___ long
___ soft
___ hard
___ warm | 24) ___ burned
___ wrecked
___ froze
___ built | 25) ___ apart
___ together
___ each
___ between | 26) ___ minutes
___ degrees
___ hours
___ miles |
| 27) ___ tunnels
___ roads
___ plows
___ huts | 28) ___ zero
___ 80
___ 100
___ ground | | |

All forms of movement are the result of pushing or pulling. When you walk, your feet 29 against the ground. If the ground were perfectly smooth so that you could not get a grip on it, movement would be 30. For their movement, automobiles and locomotives depend on the friction of their 31 against whatever supports them: road surface or 32. Without 33, the wheels would spin round, but the 34 would get nowhere. Yet a rocket out in space has nothing around it; it moves in a 35. The rocket carries with it something it can push against: its fuel.

- | | | | |
|--|---|--|--|
| 29) ___ fall
___ pull
___ float
___ push | 30) ___ smooth
___ tiring
___ impossible
___ assured | 31) ___ brakes
___ wheels
___ transmission
___ acceleration | 32) ___ rails
___ dirt
___ concrete
___ tires |
| 33) ___ steam
___ paved roads
___ fuel
___ friction | 34) ___ vehicles
___ roads
___ rails
___ friction | 35) ___ centrifuge
___ satellite
___ vacuum
___ suction | |

Engineers have created the first practical robot for steering an automobile. This electromechanical 15 can guide an automobile in 16 to signals from an electric cable beneath the highway pavement. Somewhat 17 automatic arrangements may someday permit commercial airliners to travel through the sky along 18 electronic air lanes. Under automatic 19, aircraft will take off, fly precise air routes, and land without the 20 of human pilots, regardless of weather conditions. Automation has 21 many striking triumphs in the 22 of manufacturing. 23 one group of automatic machines turns out finished products, another 24 of robots will prepare these products for shipment to customers.

- | | | | |
|--------------------------|---------------------------|-----------------------------|--------------------------|
| 15) <u> </u> robot | 16) <u> </u> responded | 17) <u> </u> simultaneous | 18) <u> </u> invisible |
| <u> </u> engineer | <u> </u> respond | <u> </u> similar | <u> </u> indefinite |
| <u> </u> beacon | <u> </u> responsive | <u> </u> familiar | <u> </u> indelible |
| <u> </u> report | <u> </u> response | <u> </u> similarity | <u> </u> informed |
| 19) <u> </u> authority | 20) <u> </u> inactivity | 21) <u> </u> revalued | 22) <u> </u> part |
| <u> </u> elimination | <u> </u> apprehension | <u> </u> perceived | <u> </u> field |
| <u> </u> control | <u> </u> assistance | <u> </u> retrieved | <u> </u> cost |
| <u> </u> recognition | <u> </u> elimination | <u> </u> achieved | <u> </u> reduction |
| 23) <u> </u> until | 24) <u> </u> equivalent | | |
| <u> </u> while | <u> </u> manufacturer | | |
| <u> </u> still | <u> </u> color | | |
| <u> </u> soon | <u> </u> battery | | |

At Johnsville, Pennsylvania, the Navy has a big centrifuge on which the astronauts 25 the pull of gravity, just as they will when they are shot into space and again when the capsule 26 the earth's 27 after orbiting. Normal g-pull is the pull of earth's gravity on a human. The 28 of the pull is measured by the weight of the body. Scientists 29 that the pull at launching will be a little less than nine times the weight of the astronaut's body. They say this pull will last a second or so, and then will 30 during launching to a g-pull of about five that will last perhaps a minute.

- | | | | |
|------------------------|--------------------------|-----------------------------|----------------------|
| 25) <u> </u> prove | 26) <u> </u> re-enters | 27) <u> </u> astrophysics | 28) <u> </u> speed |
| <u> </u> repudiate | <u> </u> reinforces | <u> </u> surface | <u> </u> force |
| <u> </u> experience | <u> </u> expells | <u> </u> astronomy | <u> </u> time |
| <u> </u> recognize | <u> </u> engages | <u> </u> atmosphere | <u> </u> distance |
| 29) <u> </u> require | 30) <u> </u> increase | | |
| <u> </u> measure | <u> </u> modify | | |
| <u> </u> estimate | <u> </u> orbit | | |
| <u> </u> evaluate | <u> </u> reject | | |

From where I sit I can see the coming within the next decade of a great golden era in medicine, the greatest so far in mankind's 31. I see progress in many fields of science -- physics, chemistry, and the so-called life sciences -- developing at such a rapid ever-increasing pace that I expect it to 32 within the near future in a mammoth break-through of 33 a break-through of such magnificent 34 that a way will at last be open for the control of all the terrible diseases that have baffled and 35 mankind through the 36.

- 31) ___ characteristics
 ___ history
 ___ category
 ___ century

- 32) ___ contaminate
 ___ deteriorate
 ___ dwindle
 ___ culminate

- 33) ___ obsolescence
 ___ knowledge
 ___ disease
 ___ irrelevance

- 34) ___ fragility
 ___ proportions
 ___ detention
 ___ deception

- 35) ___ planned
 ___ pleased
 ___ plagiarized
 ___ plagued

- 36) ___ centuries
 ___ year
 ___ research
 ___ physicians

ANSWER KEYS FOR READING PLACEMENT SURVEYS

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SCREENING	"L" PLACEMENT (lower)	"U" PLACEMENT (upper)
1. nickel (given)	1. you	1. changing
2. brake (given)	2. plane's	2. huge
3. (1) lowers	3. go off	3. burn
4. (2) danger	4. up and out	4. stubborn
5. (3) bugs	5. These	5. piers
6. (4) farmers	6. rocket	6. piles
7. (5) ladybugs	7. falling	7. between
8. (6) trees	8. opens	8. areas
9. (7) sheets	9. wind	9. wire
10. (8) heat	10. snow	10. equipment
11. (9) degrees	11. reach	11. arrow
12. (10) Eskimos	12. landed	12. beneath
13. (11) them	13. there	13. entrance
14. (12) extended	14. sled	14. helpfulness
15. (13) tentacles	15. sky	15. robot
16. (14) multiply	16. ball	16. response
17. (15) insects	17. cool	17. similar
18. (16) sentry	18. warm	18. invisible
19. (17) residences	19. balloon	19. control
20. (18) centuries	20. below	20. assistance
21. (19) conditions	21. able	21. achieved
22. (20) always	22. heading	22. field
23. (21) lightest	23. hard	23. while
24. (22) clouds	24. built	24. battery
25. (23) earth's	25. together	25. experience
26. (24) rain	26. degrees	26. re-enters
27. (25) sea	27. tunnels	27. atmosphere

Suggested time: 13"

DIRECTIONS: (Type into the test papers or read to student(s))

"Here are some sentences with

missing words. A blank in

the sentence with a number on it shows where a word

is missing. Four words that might go in the blank are then given after the same number as that of the missing word. Choose from those four the word that makes the most sense in each blank. Show the word you think is best by.....

PLACEMENT:

From SCREENING scores:

0-8..Beginning Reading

9-14.."L" Placement

15-20.."U" Placement

21-25..Advanced Reading

From "L" scores:

0-2 Sullivan Placement

3-8 Step 1 or SAC 1

9-14 Step 1 or SAC 1

15-22 Step or SAC 2

23-28 Step or SAC 3

29-35 Step or SAC 4

From "U" Scores:

0-9 Take L Placement

10-14 Step or SAC 4

15-24 Step or SAC 5

25-30 Step or SAC 6

31-36 Step or SAC 7

(if 80% or more on SAC 7, do SAC 8, etc.)

Score of 80% or better needed to pass any SAC

AHNTHOLZ MATHEMATICS PLACEMENT Test I

WHOLE NUMBERS

Period _____ Date _____ Name _____

Do NOT WORRY about your score on this paper. Your teacher wants to find out if you need any practice on these skills. Do your work on this paper.

ADD

$$(1) \begin{array}{r} 9658 \\ + 3467 \\ \hline \end{array}$$

$$(2) \begin{array}{r} 4272 \\ 5468 \\ + 1845 \\ \hline 1402 \end{array}$$

$$(3) \begin{array}{r} 6535 \\ 369 \\ + 274 \\ \hline 4816 \end{array}$$

$$(4) \quad 7+312+53+168$$

SUBTRACT

$$(5) \begin{array}{r} 584 \\ - 322 \\ \hline \end{array}$$

$$(6) \begin{array}{r} 83 \\ - 27 \\ \hline \end{array}$$

$$(7) \begin{array}{r} 3570 \\ - 2980 \\ \hline \end{array}$$

$$(8) \begin{array}{r} 8607 \\ - 3938 \\ \hline \end{array}$$

$$(9) \begin{array}{r} \$200.14 \\ - 14.25 \\ \hline \end{array}$$

$$(10) \begin{array}{r} 30024 \\ - 15886 \\ \hline \end{array}$$

MULTIPLY

$$(11) \begin{array}{r} 423 \\ \times 7 \\ \hline \end{array}$$

$$(12) \begin{array}{r} 7264 \\ \times 6 \\ \hline \end{array}$$

$$(13) \begin{array}{r} 529 \\ \times 47 \\ \hline \end{array}$$

$$(14) \begin{array}{r} 867 \\ \times 30 \\ \hline \end{array}$$

$$(15) \begin{array}{r} 856 \\ \times 537 \\ \hline \end{array}$$

$$(16) \begin{array}{r} 3048 \\ \times 306 \\ \hline \end{array}$$

DIVIDE

$$(17) \quad 3 \overline{)546}$$

$$(18) \quad 7 \overline{)3789}$$

$$(19) \quad 32 \overline{)992}$$

$$(20) \quad 44 \overline{)17864}$$

$$(21) \quad 200 \overline{)6000}$$

$$(22) \quad 72 \overline{)5688}$$

$$(23) \quad 739 \overline{)374673}$$

FRACTION SURVEY

Period _____ Date _____ Name _____

DO NOT WORRY about your score on this paper; your teacher wants to find out what you remember about fractions.

(1)
$$\begin{array}{r} \frac{3}{7} \\ + \frac{2}{7} \\ \hline \end{array}$$

(2)
$$\begin{array}{r} \frac{9}{16} \\ + \frac{6}{16} \\ \hline \end{array}$$

(3)
$$\begin{array}{r} \frac{3}{8} \\ + \frac{5}{24} \\ \hline \end{array}$$

(4)
$$\begin{array}{r} 10\frac{1}{5} \\ + 4\frac{3}{5} \\ \hline \end{array}$$

(5)
$$\begin{array}{r} \frac{2}{3} \\ + \frac{3}{4} \\ \hline \frac{1}{6} \end{array}$$

(6)
$$\begin{array}{r} 3\frac{1}{2} \\ + 2\frac{2}{3} \\ \hline 4\frac{4}{29} \end{array}$$

SUBTRACTION
(7)
$$\begin{array}{r} \frac{12}{14} \\ - \frac{9}{14} \\ \hline \end{array}$$

(8)
$$\begin{array}{r} \frac{3}{4} \\ - \frac{1}{8} \\ \hline \end{array}$$

(9)
$$\begin{array}{r} \frac{2}{7} \\ - \frac{5}{7} \\ \hline \end{array}$$

(10)
$$\begin{array}{r} 6 \\ - 4\frac{2}{3} \\ \hline \end{array}$$

(11)
$$\begin{array}{r} 44\frac{1}{4} \\ - 12\frac{5}{8} \\ \hline \end{array}$$

(12)
$$\frac{1}{5} \times \frac{3}{4}$$

(13)
$$\frac{2}{3} \times \frac{6}{8}$$

(14)
$$8 \times \frac{3}{4}$$

(15)
$$9\frac{1}{4} \times \frac{3}{5}$$

DIVISION

(16)
$$8\frac{2}{5} \times 4\frac{1}{7}$$

(17)
$$\frac{3}{4} \div \frac{1}{3}$$

(18)
$$\frac{5}{6} \div \frac{2}{3}$$

(19)
$$5\frac{2}{7} \div 2\frac{1}{2}$$

(20)
$$120 \div 1\frac{1}{2}$$

(21)
$$\frac{3}{5} \div 7$$

PER CENT Period _____ Date _____ Name _____

Work as much of this as you can. DO NOT WORRY about your score on this paper. I will use it to determine which book to use.

Change to fractions

(1) 50%

(2) 8%

(3) $83\frac{1}{3}\%$

Change to decimals

(4) 15%

(5) 3%

(6) 6.4%

Change to per cents

(7) $\frac{3}{4}$

(8) $\frac{2}{3}$

(9) .27

(10) .095

Solve the following problems

(11) _____ is 17% of 229

(12) $37\frac{1}{2}\%$ of 48 is _____

(13) 4 is _____% of 20

(14) What per cent of 4 is .20

(15) 21 is 30% of _____

(16) 150% of _____ is 30

AHNTHOLZ MATHEMATICS PLACEMENT
Word Problems, Test 5, Part II

1. In roasting beef, allow $\frac{5}{12}$ hour for each pound. How long should a $5\frac{5}{8}$ pound roast be cooked?
2. A recipe calls for $2\frac{1}{2}$ cups of sugar. If only $\frac{2}{3}$ of the recipe is to be used, how much sugar is needed?
3. A ribbon was $18\frac{3}{4}$ yards long. Seven pieces each $1\frac{1}{3}$ yards long were cut off. How much ribbon was left?
4. A man spends $\frac{1}{5}$ of his pay for rent, $\frac{1}{3}$ for food, $\frac{1}{6}$ for clothing, and $\frac{1}{4}$ for his car. The rest he saves; what fractional part does he save?
5. If a package weighs 13.2 ounces, find the weight of 84 of these packages. Leave the answer in ounces.
6. A salesman received \$18.23 for automobile expenses from his company. If he is paid \$.075 for each mile, find how many miles he drove.
7. How much money will be received from the sale of a box containing 51 pounds of corn if the corn sells at 3 pounds for \$.75?
8. If 6 dozen pencils cost \$2.16, what will one pencil cost?
9. The weather bureau reported that the rainfall for the first 7 months was 30.93 inches. During the five times it rained in August, 1.02, 2, 1.6, .58, and .4 inches of rain fell. What was the total rainfall at the end of the 8 months?

PLACEMENT EXAMINATION FOR PROGRAMMED MATH FOR ADULTS

$3 + 2 = \underline{\hspace{2cm}}$

$5 + 3 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 1 \\ 1 \\ 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 0 \\ 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1,243 \\ 32 \\ + 303 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 2 \\ 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 16,482 \\ 147 \\ + 3,958 \\ \hline \end{array}$$

$$\begin{array}{r} 305,453 \\ 210,322 \\ 16,018 \\ + 213,920 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 672 \\ - 640 \\ \hline \end{array}$$

$$\begin{array}{r} 6,749 \\ - 3,095 \\ \hline \end{array}$$

$$\begin{array}{r} 27,843 \\ - 14,967 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2,483 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 675 \\ \times 148 \\ \hline \end{array}$$

$$\overline{3)939}$$

$$\overline{7)639}$$

$$\overline{21)882}$$

$$\overline{34)2,788}$$

$$\frac{1}{3} \times \frac{6}{11}$$

$$\frac{1}{2} \div 2 =$$

$$\frac{5}{8} + 6\frac{1}{8} =$$

$$\frac{3}{4} \div \frac{5}{12} =$$

$$\begin{array}{r} 8.78 \\ \times .2 \\ \hline \end{array}$$

$$\begin{array}{r} .05 \\ \times .01 \\ \hline \end{array}$$

$$\overline{4)3}$$

$$\overline{.18)54}$$

27 in. = ft. in.

$1\frac{1}{3}$ yd. = ft.

There are _____ square inches in 1 square foot.

1 cup = _____ fluid ounces.

Write with a dollar sign:

8 quarter = _____ dollars 9¢ = _____

3 cans of juice cost 86¢. If you want to buy just 1 can, how much will you have to pay? _____¢

1 pt. = _____ fl. oz.

15% of \$150.00 is _____.

Jack's salary is \$400.00 a month. His monthly rent is \$100.00. What percent of his salary does he pay for rent?

I have borrowed \$250.00 from a bank. At the end of one year, I must pay back all the money plus 6% interest.

The interest will be \$_____.

I will pay back a total of \$_____.

What is a student's average in arithmetic if he receives the following marks: 87, 94, 72, 65, 81, 100, 75, and 90?

What was the average daily temperature for a week in a western city if the temperatures were as follows: Monday, 58°; Tuesday, 62°; Wednesday, 59°; Thursday, 56°; Friday, 53°; Saturday, 57°; and Sunday, 61°.

1. Write the following Roman numbers as Arabic numbers:

(a)	(b)	(c)	(d)
II	IX	CXII	MDCLXVI

2. Write the following Arabic numbers as Roman numbers:

- (a) 7
- (b) 63
- (c) 386

APPENDIX

F

READING SURVEYS AND TEST PUBLISHERS

This Appendix contains partial lists of reading placement surveys and of test publishers. These publishers can also supply mathematics surveys.

Many centers are using an excellent mathematics diagnostic test developed by Mr. Robert Ahnholz of Central City Occupational Center. For additional information, please call Mr. Ahnholz at 748-6511.



INFORMAL READING PLACEMENT SURVEYS

MATERIALS	PUBLISHER
BOTEL READING INVENTORY	Follett Publishing Company
EDL WORD CLUES TEST	Educational Developmental Laboratories
GRADED SELECTIONS FOR INFORMAL READING DIAGNOSIS	New York University Press
GRAY ORAL READING	Bobbs-Merrill Company
INSTANT WORDS	Learning Through Seeing Company
JASTAK WIDE RANGE ACHIEVEMENT TEST	Psychological Corporation
JOB CORPS SCREENING TEST JOB CORPS UPPER LEVEL PLACEMENT JOB CORPS LOWER LEVEL PLACEMENT	Job Corps – U.S. Government Printing Office
ORAL READING PARAGRAPHS	Learning Through Seeing Company
SAN DIEGO WORD LIST	Science Research Associates
SLOSSON ORAL READING TEST (SORT)	Slosson Educational Publications
STANDARD READING INVENTORY	Pioneer Printing Company

TEST PUBLISHERS

AMERICAN GUIDANCE SERVICE, INC.
720 Washington Ave., S.E.
Minneapolis, Minn. 55414

BETTER READING PROGRAM
230 E. Ohio St.
Chicago, Ill. 60611

THE BOBBS-MERRILL COMPANY, INC.
4300 W. 62nd St.
Indianapolis, Ind. 46268

BUREAU OF EDUCATIONAL MEASUREMENTS
Kansas State Teachers College
Emporia, Kan. 66802

BUREAU OF EDUCATIONAL RESEARCH
AND SERVICE
Extension Division
State University of Iowa
Iowa City, Iowa 52242

CALIFORNIA TEST BUREAU McGRAW-HILL
Del Monte Research Park
Monterey, Calif. 93940

CENTER FOR PSYCHOLOGICAL SERVICE
Columbia Medical Bldg.
1835 I St., N.W.
Suite 419
Washington, D.C. 20006

COMMITTEE ON DIAGNOSTIC READING
TESTS
Mountain Home, N.C. 28758

CONSULTING PSYCHOLOGISTS PRESS
577 College Ave.
Palo Alto, Calif. 94306

EDUCATIONAL AND INDUSTRIAL TESTING
SERVICE
P.O. Box 7234
San Diego, Calif. 92107

EDUCATIONAL DEVELOPMENTAL
LABORATORIES, INC. (EDL)
75 Prospect St.
Huntington, N.Y. 11744

EDUCATIONAL TESTING SERVICE
Princeton, N.J. 08540

ESSAY PRESS
Box 5
Planetarium Station
New York, N.Y. 10024

FOLLETT PUBLISHING COMPANY
1010 Washington Blvd.
Chicago, Ill. 60607

GINN AND CO.
205 W. Wacker Dr.
Chicago, Ill. 60606

GUIDANCE TESTING ASSOCIATES
6516 Shirley Ave.
Austin, Texas 78752

C.S. HAMMOND AND CO.
515 Valley St.
Maplewood, N.J. 07040

HARCOURT BRACE JOVANOVICH, INC.
757 3rd Ave.
New York, N.Y. 10017
or

Polk and Geary Sts.
San Francisco, Calif. 94109

HOUGHTON-MIFFLIN COMPANY
2 Park St.
Boston, Mass. 02107
or
777 California Ave.
Palo Alto, Calif. 94304

INSTITUTE FOR PERSONALITY
AND ABILITY TESTING
16024 Coronado Dr.
Champaign, Ill. 61822

JOB CORPS
U.S. Department of Labor
1111 18th St., N.W.
Washington, D.C. 20036

LEARNING THROUGH SEEING CO.
8138 Foothill Blvd.
Sunland, Calif. 91040

LYONS AND CARNAHAN, INC.
407 E. 25th St.
Chicago, Ill. 60616

MILLS CENTER

1512 E. Broward Blvd.
Fort Lauderdale, Fla. 33301

C.H. NEVINS PRINTING COMPANY

311 Bryn Mawr Island
Bayshore Gardens
Bradenton, Fla. 33506

NEW YORK UNIVERSITY PRESS

New York, N.Y.

O'CONNOR READING CLINIC

PUBLISHING COMPANY
1040 E. Maple Rd.
Birmingham, Mich. 48011

OHIO TESTING SERVICES

State Dept. of Education
751 Northwest Blvd.
Columbus, Ohio 43212

PERSONNEL PRESS, INC.

20 Nassau St.
Princeton, N.J. 08540

PHONOVISUAL PRODUCTS, INC.

P.O. Box 5625
Friendship Station
Washington, D.C. 20016

PIONEER PRINTING COMPANY

Bellingham, Wash.

THE PSYCHOLOGICAL CORP.

304 E. 45th St.
New York, N.Y. 10017

PSYCHOLOGICAL TEST SPECIALISTS

Box 1441
Missoula, Mont. 59801

PSYCHOMETRIC AFFILIATES

Box 1625
Chicago, Ill. 60690

READING AND STUDY SKILLS

CENTER, INC.
15 Washington Pl.
New York, N.Y. 10003

SCHOLASTIC TESTING SERVICE, INC.

480 Meyer Rd.
 Bensenville, Ill. 60106

SCIENCE RESEARCH ASSOCIATES

259 E. Erie St.
Chicago, Ill. 60611

SLOSSON EDUCATIONAL PUBLICATIONS

140 Pine St.
East Aurora, N.Y. 14052

STATE HIGH SCHOOL TESTING

SERVICE FOR INDIANA
Purdue University
Lafayette, Ind. 47907

STECK COMPANY

Austin, Tex. 78767

C.H. STOELTING COMPANY

424 N. Homan Ave.
Chicago, Ill. 60624

TEACHERS COLLEGE PRESS

Teachers College
Columbia University
525 W. 120th St.
New York, N.Y. 10027

CHARLES C. THOMAS

301-327 E. Lawrence Ave.
Springfield, Ill. 62703

UNIVERSITY OF MINNESOTA PRESS

2037 University Ave., S.E.
Minneapolis, Minn. 55414

WESTERN PSYCHOLOGICAL SERVICE

12031 Wilshire Blvd.
Los Angeles, Calif. 90025

APPENDIX

G

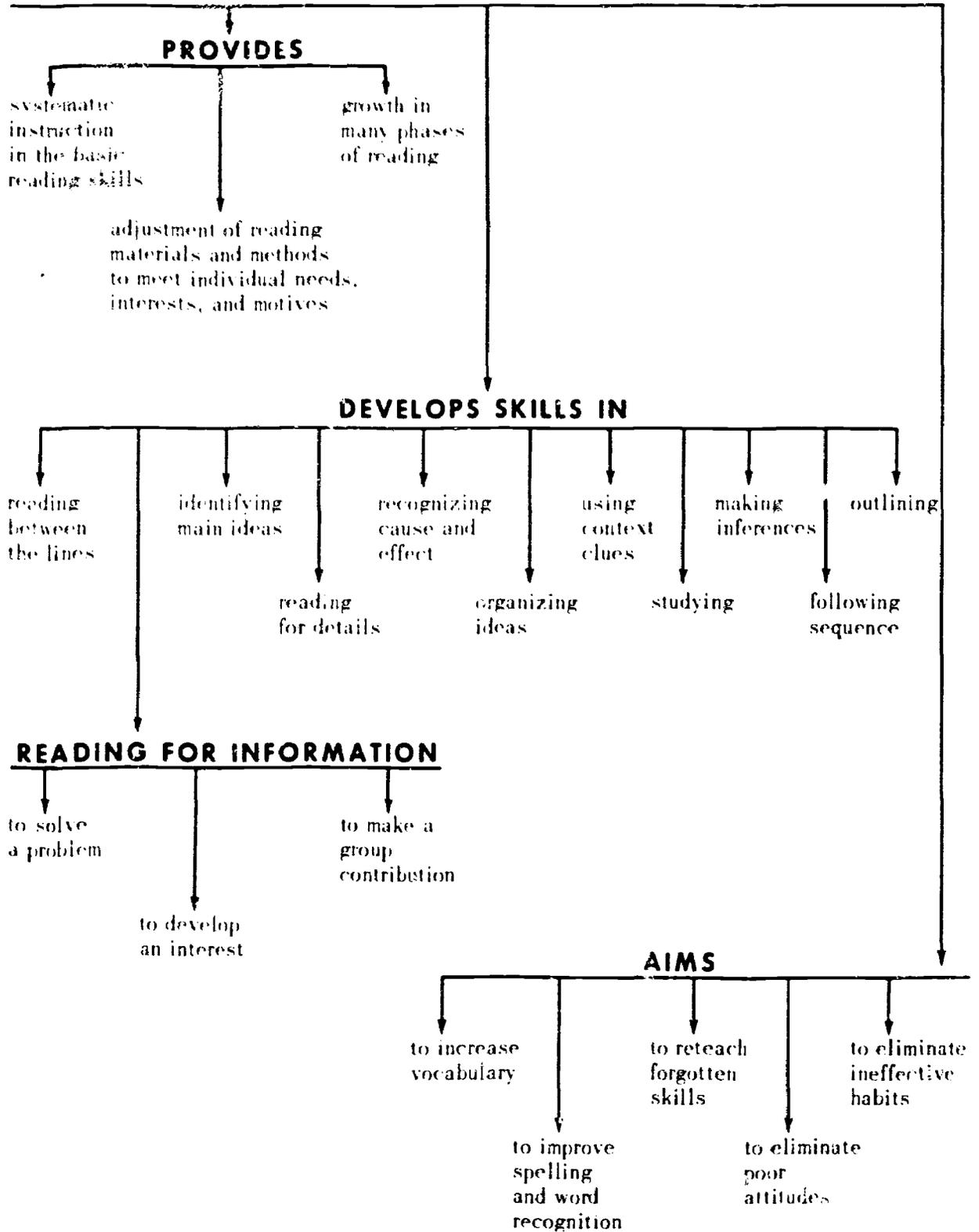
BUDGET PRIORITIES FOR LEARNING CENTERS

Suggestions provided in this Appendix are based on the budget experience of many staff members assigned to individualized adult learning centers. A student whose basic skills are below the tenth-grade reading level will have difficulty if he takes a course in Government, Advanced Grammar, or Anatomy and Physiology. Therefore, in establishing a learning center, the teacher should give high priority to the purchase of materials applicable to Reading Improvement, Basic Mathematics, Spelling Improvement and Vocabulary Development, and preparation for the General Education Development Test. If student needs do not require enrollment in basic courses, staff members should consider purchase of materials listed in Appendix A.

Ordering of materials that can be used for instruction in several subject areas should have priority. Since the acquisition of filmstrips and tapes requires the use of equipment, it is not wise to purchase such resources initially. As the program develops and additional funds become available, however, selection of equipment and materials for new courses may be considered in order to expand and strengthen the services provided at the center.

Only approximate prices are listed on the following pages. Although the prices will be helpful in determining the cost of initiating a program, current publishers' catalogs should be consulted to determine present prices. It is desirable to have more than one instructional resource in each subject area so that a student may have alternatives.

A GOOD READING PROGRAM



READING ADVANCEMENT RECORD SHEET

READING STEP: _____

Name _____

OBJECTIVES OF READING COMPREHENSION PROGRAM:

Date _____

To advance to Reading Step 9. A student should be in Step 9 before beginning work in the GED Program.

1. Fourteen (14) reading selections must be completed at each step with a score of 80% or higher. (This score covers the reading comprehension questions)
2. Get the Reading Selection Sheet for your step, and then choose a selection that interests you. Record it below by writing the name of the story, the reading kit or book to which it belongs, and your percent score. For example, if you picked a selection from the SRA IIIA kit, the blue section, No. 5, and it was called "The Flying Saucers", you would list it like this:

The Flying Saucers SRA IIIA Blue/5 90%
3. READ YOUR SELECTION. Then study the questions that follow it and answer them on a separate piece of paper. DO NOT WRITE IN ANY OF THE BOOKS OR IN THE READING SELECTIONS SINCE THEY ARE USED OVER AGAIN BY OTHER STUDENTS. You can and should look back at the reading selection to find the answers to the comprehension questions.
4. Get the answer key and correct your own paper. Write your percent score in the column below.
5. After your FIFTH READING SELECTION, bring it to your teacher and let her correct it. Bring your record sheet with you so she may check your progress.
6. If you score under 80% on any reading selection, read another for make up.
7. AFTER YOU FINISH 14 SELECTIONS WITH 80% OR HIGHER, BRING THIS RECORD SHEET TO YOUR TEACHER AND TAKE A SAC TEST. (Step Advancement Check) If you score 80% or higher on your SAC test, you then move up to the next reading step. Get another Reading Advancement Record Sheet, and you're on your way up!

**** IMPORTANT **** DO NOT KEEP READING SELECTIONS OR BOOKS IN YOUR FOLDER, AND DO NOT TAKE THEM HOME. THESE MATERIALS ARE USED BY ALL OF OUR STUDENTS THROUGHOUT THE DAY.

Reading Selection	Reading Kit or Book	Percent Score
Oral Reading		
1.		
2.		
3.		
4.		
*5.		
Oral Reading		
6.		
7.		
8.		
9.		
*10.		
Oral Reading		
11.		
12.		
13.		
14.		
Oral Reading		

READING LEVEL ONE

STEP ONE

STEP ONE

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP ONE. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM. YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

- AUD-X AA Word study and comprehension skills with filmstrip and cassette. Coordinated story and word study lessons.
- AUD-X Study Guide AA To be used with Aud-X story and word study. Self instructional
- WRB AA Word Recognition Book with Flash-X - to increase word recognition time - use of context clues to predict word meaning.
- Flash-X Hand tachistoscope with word discs - used with Word Recognition Book. Timed exposure of word - teaches concentration and builds speed and accuracy in reading.
- CR - AA Controlled Reader Jr. with filmstrips - read story on filmstrip and answer comprehension questions - develops visual coordination.
- GO Books AA Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/Flash-X, and Controlled Reader.

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE. COMPLETE ONE CYCLE (a lesson with the Aud-X, WRB with Flash-X disc, Controlled Reader, and GO book) - then do independent graded reading from the selections listed below. BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X AA, and have read at least seven reading selections (with a comprehension score of 80% or more), you will take STEP ADVANCEMENT CHECK 1 which will advance you into the next reading level.

STEP ONE GRADED READING SELECTIONS

- RAS-1 Reading Attainment System - any selection from red, orange, or brown.
- SRA IIA Reading Kit Olive - 2, 7, 9
- RD A Reading Development Kit A - any selection from "100" series.
- SRA-B We Are Black reading kit - try from #1 - 5
- SRA Spelling Kit IIB Use selected lessons to reinforce Aud-X word study lessons.

REMEMBER YOUR INSTRUCTOR TO CHECK YOUR ORAL READING AT LEAST ONCE A WEEK. SHARE THE RESPONSIBILITY OF REMEMBERING.

STEP TWO

READING LEVEL TWO

STEP TWO

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP TWO. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM. YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

- AUD-X BA Word study and comprehension skills with filmstrips and cassette. Coordinated story and word study lessons.
- Aud-X Study Guide BA To be used with Aud-X story and word study. Self instructional.
- WRB BA Word Recognition Books with Flash-X - to increase word recognition time - use of context clues to predict word meaning.
- Flash-X Hand tachistoscope with word discs - used with Word Recognition Book. Timed exposure of word - teaches concentration and builds speed and accuracy in reading.
- CR-BA Controlled Reader Jr. with filmstrips - read story on filmstrip and answer comprehension questions - develops visual coordination.
- GO Book BA Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/Flash - X, and CR

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE. COMPLETE ONE CYCLE (a lesson with Aud-X, WRB with Flash-X disc, Controlled Reader, and GO Book) - then do independent reading from the selections listed below. BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X BA and have read at least seven reading selections (with a comprehension score of 80% or more), you will take a STEP ADVANCEMENT CHECK 2 which will advance you into the next reading level.

STEP TWO GRADED READING SELECTIONS

- RAS-1 Reading Attainment System-any selection from blue, green or purple.
- SRA IIA Reading Kit Blue - 1, 2, 3, 4, 5
- SRA-B We Are Black reading kit - any selection from 1 - 10.
- RD-A Reading Development Kit A - any selection from "200" series.
- SRA IIB Spelling Kit-Use selected lessons to reinforce Aud-X word study lessons.

RFU Junior - Rose section - 1, 2, 3

REMINDE YOUR INSTRUCTOR TO CHECK YOUR ORAL READING AT LEAST ONCE A WEEK. SHARE THE RESPONSIBILITY OF REMEMBERING.

READING LEVEL THREE

STEP THREE

STEP THREE

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP THREE. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM. YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

- AUD-X CA Word study and comprehension skills with filmstrips and cassette. Coordinated story and word study lessons.
- Aud-X Study Guide CA To be used with Aud-X story and word study. Self-instructional
- WRB-CA Word Recognition Books with Flash-X - to increase word recognition time - use of context clues to predict word meaning.
- Flash-X Hand tachistoscope with word discs - used with Word Recognition Book. Timed exposures of word-teaches concentration and builds speed and accuracy in reading.
- CR-CA Controlled Reader Jr. with filmstrips - read story on filmstrips and answer comprehension questions - develops visual coordination.
- GO Book CA Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/Flash-X, and CR

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE, COMPLETE ONE CYCLE (a lesson with Aud-X, WRB with Flash-X disc, Controlled Reader (CR), and GO Book) - then do independent reading from the selections listed below. BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X CA and have read at least seven reading selections (with a comprehension score of 80% or more), you will take a STEP ADVANCEMENT CHECK 3 which will advance you into the next reading level.

STEP THREE GRADED READING SELECTIONS

- SRA IIA Reading Kit Green: #5, 11; Red: #10; Tan: #2; Gold: #5, 12; Aqua: #1
Purple: #2, 12; Silver: #7
- SRA IIAA Reading Kit Olive: 1, 2, 4, 5, 9, 14, 15; Blue: #9
- SRA-B We Are Black kit - any selection from 1 - 15
- RD-A Reading Development Kit A - Any from "300" series
- SSK C, CCC Study Skills Library - any selection from kit C-Science or Kit CCC-Reference
- SRA Spelling Lab IIB-IIC Use selected lessons to reinforce Aud-X word study lessons.

READING LEVEL FOUR

STEP FOUR

STEP FOUR

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

- (Aud-X) Lesson box DEFA - filmstrip projector with audio-cassette.
Word attack review
- (CR-DA) Controlled Reader Jr. - filmstrips with Study Guide - any selection
- (CO Book DA) Any selection
- (WRB-DA) Word Recognition Book with Flash-X word discs DA - any selection
- (Listen-LA) Speeded listening - cassette with lesson book - Start with lesson one.
- (R-1) Reading Attainment System - any selection
- (D-1) Dimensions in Reading 1: #0 - #175
- (D-2) Dimensions in Reading 2: #0 - #50 - Manpower Kit
- (SRA-B) We Are Black kit - any selection
- (M-1) Modern Reading Book One: pages 10, 16, 26, 28, 30, 33, 36, 68, 75,
- (M-2) Modern Reading Book Two: pages 2, 10, 26, 29, 37, 40, 43, 49, 52, 54, 74, 79, 96, 99, 102, 109
- (M-3) Modern Reading Book Three: pages 2, 5, 40, 43, 46, 52, 55, 70, 98, 102
- (RD-A) Reading Development Kit A - any selection
- (RD-B) Reading Development Kit B - any selection from "400" series
- (SRA IIA) Creen: 5, 11; Red: 10; Tan: 2, 5; Gold: 5, 12; Aqua: 1, 3, 10; Purple: 2, 12; Silver: 7; Rose: 6, 12; Blue: 7
- (SRA IIIA) Olive: 1, 2, 3, 4, 5, 7, 10, 12, 14, 15; Orange: 5, 8, 11, 14; Blue: 1, 4, 6, 13; Brown: 1, 2, 10, 12, 13; Green: 7, 11; Red: 1, 7, 13; Tan: 12, 13, 15
- (SRA IIIB) Blue section - any selection
- (Why Work) any selection - especially 3, 5, 13, 17, 20 - with tapes
- (RFU-1) Reading for Understanding - take placement test
- (BRP) Building Reading Power - any selection
- (Wordcraft) Any lesson - tapes/filmstrips/puzzle
- (Listen/Read) cassette tapes with lesson books - any selection
- (SSK-D-DDD) Study Skills Library - any selection from Science D; Reference DDD
- (Cons. Ed) Consumer Education - any selection - tapes and filmstrips

ENJOY YOUR READING PROGRAM.....CHOOSE A SELECTION YOU WANT TO READ.
THE MORE YOU READ.....
THE BETTER YOUR READING COMPREHENSION.....
THE MORE YOU WILL WANT TO READ.....

PLEASE...ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPEK IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES AND EQUIPMENT. Please do not take any materials home or place them in your folder...they are used by other classes.

READING LEVEL FIVE

STEP FIVE

STEP FIVE

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

- (Aud-X) Lesson box DEFA - filmstrip projector with audio-cassette
Word attack review
- (CR-EA) Controlled Reader Jr. - filmstrips with Study Guide - any selection
- (GO Book EA) Any selection
- (WRB EA) Word Recognition Book with Flash-X Word discs EA - any selection
- (Listen DA) Any selection
- (Listen/Read)
(D or EA) Any selection for both sets
- (R-?) Reading Attainment System - any selection from wine, olive, orange
- (D-1) Dimensions in Reading I: #175 - #220
- (D-2) Dimensions in Reading II #50 - #100 (Manpower Kit)
- (SRA-B) We Are Black Kit - any selection
- (Springboards) Any selection
- (M-1) Modern Reading - Book One - pages: 6, 14, 18, 23, 48, 56, 62, 78
82, 85, 90, 98, 112, 115
- (M-2) Modern Reading - Book Two - pages: 18, 23, 34, 63, 85, 93, 20, 106
- (M-3) Modern Reading - Book Three - pages: 8, 14, 18, 21, 24, 27, 30, 34,
37, 48, 76, 79, 105, 108, 110, 113
- (BRP) Building Reading Power - any selection
- (WC) Wordcraft/I - tapes, filmstrips, puzzle - any selection
- (SRA IIA) Rose: 2, 5, 8, 10; Green: 7; Red: 8, Tan: 3; Gold: 7; 8, 9;
Aqua: 4; Silver: 3, 9, 10; Purple: 1, 4, 6, 11
- (SRA IIIA) Olive: 2, 11, 13; Blue: 2, 5, 7, 8, 9, 10, 12, 14, 15;
Brown: 4, 6, 7; Green: 5, 6, 8, 9, 13, 14; Red: 5, 9, 13
Tan: 2, 3, 4, 8, 12, 14; Gold: 5, 8, 9, 13, 15; Aqua: 8; Silver: 10
- (SRA IIIB) Blue section - any selection
- (Why Work) - any selection - particularly 3, 5, 13, 17, 20 - with tapes
- (RD-B) Reading Development Kit - any selection from the "500" series
- (RFU) Reading for Understanding - take placement test
- (SSK) Study Skills Library - E-Science; EEE: Reference - any selection
- (Mod. Cons.ED) Modern Consumer Education Kit - any selection
- (Listen/Think) Speeded Listening - Start with lesson One and follow in sequence.

(E)
ENJOY YOUR READING PROGRAM.....CHOOSE A SELECTION YOU WANT TO READ
THE MORE YOU READ,.....
THE BETTER YOUR READING COMPREHENSION.....
THE MORE YOU WILL WANT TO READ.....

PLEASE....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE * DO NOT WRITE IN ANY OF THE LESSON BOOKS * EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES AND EQUIPMENT. Please do not take any materials home or place them in your folder....they are used by other classes.

READING LEVEL SIX

STEP SIX

STEP SIX

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE.
RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

- (Aud-X) Lesson Box-DEFA - filmstrip projector with audio-cassette
Word Attack Review
- (CR-FA) Controlled Reader Jr. - filmstrips with Study Guide - any selection
- (GO Book FA) Any Selection
- (WRB FA) Word Recognition Book with Flash-X Word Discs FA - any selection
- (Listen/Read)
(EA) any selection
- (Listen/Write)
(FA) any selection
- (Listen/Think)
(E or F) Speeded listening - begin with lesson one and follow in sequence.
- (R-2) Reading Attainment System - any selection from Green, Turquoise and purple
- (D-1) Dimensions in Reading - 1 - #220 - 250
- (D-2) Dimensions in Reading - 2 - #100 - 150 (Manpower Series)
- (M-1) Modern Reading - Book One: Pages 40, 42, 59, 70, 72, 106
- (M-2) Modern Reading - Book two: Pages 66, 69
- (M-3) Modern Reading - Book Three: Pages 73, 82, 92, 116
- (BRP) Building Reading Power - any selection
- (Springboards) Any selection
- (SRA IIA) Rose: 4, 7, 9,; Red: 10; Gold: 1, 3; Purple: 8; Silver: 1, 11
- (SRA IIIA) Brown: any selection; Blue: 5; Green: 5, 6, 10, 15; Red: 2, 3, 5, 6, 8, 9, 11, 12, 14, 15; Tan: 1, 5, 10, 11; Gold: 2, 6, 11, 13; Aqua: 1, 2, 3, 5, 7, 11, 12
- (SRA IIIB) Brown section - any selection: Green: 4, 10; Tan: 5; Aqua: 11; Purple: 3
- (RDB) Reading Development Kit - B - any selection from "600" series
- (RFU) Reading for Understanding - take placement test
- (Wordcraft) Lessonbook - vocabulary - tape, filmstrips, puzzle - any selection
- (SSK) Study Skills Library: F-Science; FF-Social Studies; FFF-Reference any selection from these kits.
- (Mod. Cons.Ed.) Modern Consumer Education - any selection - filmstrips and tapes

ENJOY YOUR READING PROGRAM.....CHOOSE A SELECTION THAT YOU WANT TO READ
THE MORE YOU READ.....
THE BETTER YOUR READING COMPREHENSION.....
THE MORE YOU WILL WANT TO READ.....

PLEASE.....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED
READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE
THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTION TELL
YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER
OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS,
FILMSTRIPS, TAPES AND EQUIPMENT. Please do not take any
materials home or place them in your folder.....they are used
by other classes.

READING LEVEL SEVEN

STEP SEVEN

STEP SEVEN

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE.
RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

- (Aud-X) Lesson Box DEFÀ - filmstrip projector with audio cassette.
Work Attack Review
- (CR-GH-HG)
(*GA) Controlled Reader Jr. - filmstrips with Study Guide - any selection.
(WCB) Word Clues Book - Vocabulary - take placement test to determine
starting level - used with Flash-X Word Discs corresponding to book.
- (Listen/Read)
GHI-1 tapes with lesson book - any selection
- (Listen/Think)
F or G Speeded listening - begin with lesson one and follow in sequence.
(M-1) Modern Reading - Book One - Pages 12, 20, 24, 38, 50, 52, 66, 80,
96, 118
- (M-2) Modern Reading - Book Two Pages 16, 32, 52, 60, 82, 88, 118
- (M-3) Modern Reading - Book Three - Pages 16, 32, 50, 64, 68, 81, 100, 118
- (SSK) Study Skills Library - Science-G; Social Studies GG; Reference-GGG
- (SRA IIA) Purple: 4; Silver: 4
- (SRA IIIA) Green section: any selection; Brown: 4; Red: 1, 5, 11, 12;
Tan: 3, 8, 11; Gold: 1, 3, 4, 5, 6, 8, 11, 12; Aqua: 4, 6, 9, 15,
Purple: 1, 4, 11, 13, 15
- (SRA IIIB) Any from Green section; Gold: 4, 9; Aqua: 1, 2, 4, 15; Purple: 4,
11.
- (RD-B) Reading Development Kit B any from "600" series.
- (RD-C) Reading Development Kit C - any selection from "700" series.
- (RFU) Reading for Understanding - take placement test for starting level.
- (BRP) Building Reading Power - any selection
- (Mod.Cons.Ed.) Modern Consumer Education - any selection - tapes/filmstrips
- (Springboards) Any selection

ENJOY YOUR READING PROGRAM.....CHOOSE A SELECTION YOU WANT TO READ
THE MORE YOU READ.....
THE BETTER YOUR READING COMPREHENSION.....
THE MORE YOU WILL WANT TO READ.....

PLEASE.....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED
READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE
THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL
YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER
OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS,
FILMSTRIPS, TAPES, AND EQUIPMENT. Please do not take any
materials from the room - do not put them in your folder
they are used by other asses.

* - Future Order

READING LEVEL EIGHT

STEP EIGHT

STEP EIGHT

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

- (Aud-X) Lesson Box DEFA - filmstrip projector with audio cassette.
Word Attack Review
- (CR-GH-HG-IJ)
*HA) Controlled Reader Jr.-filmstrips with study guide - any selection.
- (WCB) Word Clues Books - Vocabulary - take placement test to determine starting level - used with corresponding Flash-X Word Discs.
- (Listen/Read)
GHI-1,2) tapes with lesson book - any selections
- (Listen/Think
E,F,G,H) Speeded listening.
any of these tapes with lesson books - start with lesson one and follow in sequence.
- (D-1) Dimensions in Reading I - #275 - 300
- (D-2) Dimensions in Reading II - #200 - 250 (Manpower Series)
- (SRA IIIA) Green: any selection; Red: any selection; Tan: 5; Gold: 7, 14, 15
Aqua: 6, 8, 13; Purple: 12
- (SRA IIIB) Green: any selection; Red: any selection; Gold: 15, 16
Purple: 5, 7, 12
- (SSK) Study Skills Library - any selection from G, GG, GGG; H, HH, HHH
- (RD-C) Reading Development Kit - any selection from "700" or "800" series
- (RFU) Reading for Understanding - take placement test to determine starting level.
- (SRA IVA) Try one or two selections from the orange section before taking SAC 8

* future order

ENJOY YOUR READING PROGRAM.....CHOOSE A SELECTION YOU WANT TO READ.
THE MORE YOU READ.....
THE BETTER YOUR READING COMPREHENSION.....
THE MORE YOU WILL WANT TO READ,.....

PLEASE.....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES, AND EQUIPMENT. Please do not take any materials home or place them in your folder....they must be used by other classes.

READING LEVEL NINE

STEP NINE

STEP NINE

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS AND BOOKS AS POSSIBLE. RECORD YOUR SELECTIONS AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

- (Aud-X) Lesson Box DEFA - filmstrip projector with audio cassette.
Work Attack Review.
- (CR-IJ-KL) Controlled Reader Jr. - filmstrips with lesson book - any selection
- (WCB) Word Clues Book - vocabulary - take placement test to determine starting level - used with corresponding Flash-X Word Discs
- (Listen/Read)
GHI-1,2
JKL Tapes with lesson books - any selection
- (Listen/Think)
F, G, H Speeded listening - any of these lesson books - start with lesson one and follow in sequence.
- (D-2) Dimensions in Reading II - Manpower series #250 - 300
- (SSK) Study Skills Library - any selection from H, HH, HHH, I, II, III
- (SRA IIIA) any selection from Red, Tan, Gold, Agua, Purple
- (SRA IIIB) any selection from Red, Tan, Gold, Agua, Purple
- (SRA IVA) any selection from Orange or Olive sections.
- (RFU) Reading for Understanding- take placement test for starting level.
- (SRA Books) SRA Better Reading Books One and Two - any selections

ENJOY YOUR READING PROGRAM.....CHOOSE A SELECTION YOU WANT TO READ.
THE MORE YOU READ.....
THE BETTER YOUR READING COMPREHENSION.....
THE MORE YOU WILL WANT TO READ.....

PLEASE.....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES, AND EQUIPMENT. Please do not take any materials home or place them in your folder...they must be shared with the other classes.

ADVANCED READING

ADVANCED READING * * * * * ADVANCED READING * * * * * ADVANCED READING

YOU MAY WORK IN ANY OF THE MATERIALS LISTED BELOW, AND IF YOU DID NOT WORK IN READING LEVEL NINE, YOU MAY READ ANY SELECTIONS FROM THAT READING LEVEL ALSO.

- (Aud-X) Lesson Box DEFA - filmstrip projector with audio cassette.
Word Attack Review
- (CR-MN) Controlled Reader Jr. with Study Guide - any selection
- (WCB) Word Clues Book - take placement test to determine starting level - Vocabulary - used with corresponding Flash-X Word Discs.
- (Listen/Read)
JKL - MN Any selection from these tapes (also GHI-2 tapes)
- (Listen/Think)
G, H Any selection - Speeded listening - start with lesson one and follow in sequence.
- (RFU) Reading for Understanding - take placement test to determine starting level.
- (RD-C) Reading Development Kit C - any selection from "900" or "1000" series.
- (SSK) Study Skills Library - any selection from H, HH, HHH, I, II, III
- *(SRA IVA) Any selection from Tan, Blue, Aqua or Purple sections
- (SK & SC) Skimmer and Scanner - Advanced Readers only.
- (Tach-X) Tachistoscope training DEF - see instructor
- (Flash-X) Hand Tachistoscope - set X-9
- (SRA Books) SRA How to Become a Better Reader - any selection
SRA Better Reading Books - one and two

*To advance from one color group to the next in the SRA IVA KIT, a student must read seven selections with comprehension 80% or above...then take a IVA SAC test. If he gets 80% or higher on the SAC test, he can move up to the next color level.

ENGLISH

Type	Publisher	Title and Description	Price
Duplicating Masters	Continental	<i>Dictionary Skills</i> <i>Good Usage</i> <i>Mastering Parts of Speech</i> <i>Mastering the Sentence</i> <i>Punctuation and Capitalization</i>	\$ 3.50 ea.
Filmstrips	Continental	<i>Language Skills and Tests</i> <i>Letter Writing Skills and Tests</i> <i>Reference Skills and Tests</i> Programed filmstrips/pre- and post-test	\$265.00 24.50 115.50
Kits	EDL	<i>Listen and Write FA</i> Reading levels 4-6 Cassette tapes/workbook Self-instructional <i>Study Skills Library</i> Reference Reading levels 3-9	\$107.00 15.00
Kit	Foilett	<i>Individualized English, Set J,H</i> Reading levels 6-9 Programed lesson cards	\$ 80.00
Texts	Harcourt	<i>English 2200</i> <i>English 2500</i> <i>English 3200</i> Programed texts	\$ 3.80 ea.

READING IMPROVEMENT*

Type	Publisher	Title and Description	Price
Books	Coronet	<i>Your Study Skills</i> Programed <i>How to Improve Your Reading</i> Programed	\$ 1.50 ea.
Books (soft cover)	EDL	<i>Controlled Reader Study Guides</i> Self-instructional; can be used with or without filmstrips All reading levels	\$ 2.25 ea.
Books (soft cover)	Steck-Vaughn	<i>Activities for Reading Improvement, 1, 2, 3</i> Not programed	\$ 2.00 ea.

* A reading placement test should be given to each student using the center. It is important that the student be placed at the appropriate instructional level prior to selection of study materials.

Type	Publisher	Title and Description	Price
Duplicating Masters	Continental	<i>Reading and Thinking Skills</i> Reading Levels 2-6	\$ 3.50
Kits	Addison-Wesley	<i>Reading Development Kits, A, B, C</i> Reading levels 1-10 Self-instructional	\$ 57.00 ea.
Kits	EDL	<i>Study Skills Library</i> <i>Reference</i> <i>Science</i> <i>Social Studies</i> Reading levels 3-9 Self-instructional	\$ 15.00 ea.
Kits	Grolier	<i>Reading Attainment System, 1 and 2</i> Reading levels 4-6 Self-instructional	\$ 99.50 ea.
Kit	Merrill	<i>Building Reading Power</i> All reading levels Programed	\$ 40.00
Kits	SRA	<i>Dimensions in Reading</i> <i>Countries and Cultures</i> Reading levels 5-9 <i>Manpower and Resources</i> Reading levels 4-11 <i>We Are Black</i> Reading levels 3-6	\$ 70.00 \$ 70.00 \$ 52.50
Kits	EDL	<i>Reading for Understanding</i> <i>Junior Edition</i> Reading levels 2.5-11 <i>Senior Edition</i> Reading levels 6-14 <i>General Edition</i> Reading levels 3-14	\$ 47.00 ea.
Kits	SRA	<i>Reading Laboratory III-B</i> Reading levels 5-12 <i>Reading laboratory IV-A</i> Reading levels 8-14	\$ 70.00 \$ 79.00

VOCABULARY DEVELOPMENT AND SPELLING IMPROVEMENT

Type	Publisher	Title and Description	Price
Book	Communacad	<i>Wordcraft 1, 2</i> Vocabulary development Self-instructional Available with record or filmstrips (extra)	2.00

BUDGET PRIORITIES

Type	Publisher	Title and Description	Price
Books	Coronet	<i>Figures of Speech</i> Vocabulary Programed <i>Vocabulary Growth: Divide and Conquer</i> Vocabulary Programed	\$ 1.50 ca.
Books	EDL	<i>Word Clues</i> Vocabulary development Reading level 7 and up Programed <i>Word Recognition Books</i> Vocabulary development All reading levels Also available with <i>Flash-X</i> <i>Word Discs</i>	\$ 2.00 ca.
Book	McGraw	<i>Spelling Improvement</i> Reading levels 7 or 8 Programed	\$ 2.95
Kits	SRA	<i>Spelling Laboratory II-B</i> <i>Spelling Laboratory II-C</i> <i>Spelling Laboratory III-A</i> Spelling improvement Programed <i>Vocabulab III</i>	\$ 70.00 ca. \$ 72.50

GENERAL EDUCATION DEVELOPMENT (G.E.D.)
(Preparation for the High School Equivalency Examination)

Type	Publisher	Title and Description	Price
Booklets	Job Corps	<i>AGEP Spelling Booklets</i> 124 booklets Programed	\$ 32.25
Books	Cowles	<i>Correctness and Effectiveness of Expression</i> <i>General Mathematical Ability</i> Programed Self-instructional <i>Reading Comprehension in Literature</i> <i>Reading Comprehension in Natural Science</i> <i>Reading Comprehension in Social Science</i>	\$ 2.22

Type	Publisher	Title and Description	Price
Booklets	Job Corps	<i>AGEP Booklets</i> 124 Booklets covering English, Literature, Social Science, and Mathematics Programed/pre- and post-tests	\$ 32.25
Kit	General	<i>General Education Curriculum</i> Programed	appr. \$250.00

MATHEMATICS

Type	Publisher	Title and Description	Price
Book	Allied	<i>Skills Development Book</i> Diagnostic program of computational skills Self-instructional	
Books	McGraw	<i>Sullivan Programed Mathematics</i> <i>for Adults</i> Book 1, <i>Addition</i> Book 2, <i>Advanced Addition</i> ; word problems Book 3, <i>Subtraction</i> ; word problems Book 4, <i>Multiplication</i> ; word problems Book 5, <i>Division</i> ; word problems Book 6, <i>Fractions</i> Book 7, <i>Decimals</i> Book 8, <i>Measurement</i> Book 9, <i>Consumer Mathematics</i> Book 10, <i>Personal Mathematics</i> Book 11, <i>More Personal Mathematics</i> Book 12, <i>Understanding Algebra</i> Book 13, <i>Using Algebra</i> Book 14, <i>Using Geometry</i> Book 15, <i>Using Trigonometry</i>	\$ 1.44 ea.
Book	Stein	<i>Refresher Mathematics</i>	
Kit	BRL	<i>Sullivan Mathematics</i>	
Kit	McCormick-Mathers	<i>Mathematics Laboratories</i> Grades 3-6 Programed exercises	\$170.00
Kit	Webster-McGraw	<i>Bucknell Programed Mathematics</i> <i>Decimals and Per Cent</i> Books I and II <i>Fractions</i> , Books I, II, III	

Type	Publisher	Title and Description	Price
Liquid Duplicating Masters	Continental	See Catalog	\$ 3.50 ea.
	Coronet	<i>Introducing the Metric System</i> <i>Understanding Problems in Arithmetic</i>	\$ 1.50 ea.
	Delmar	<i>Business Mathematics (Problems)</i> <i>Shop Math 1 and 2 (Problems)</i>	\$ 1.50 ea.

BASIC EDUCATION

Type	Publisher	Title and Description	Price
Kits	Addison-Wesley	<i>Reading Development Kits A, B, C</i> Reading levels 1.0-10 Topics of activity cards are health, law, safety, science and work	\$ 42.00
Books	Allied	<i>Mott Basic Language Skills, Series 300 A, B</i> Beginning readers; readability level 3-9 Emphasis on spelling, writing and phonics Also available as semi-programed materials	
		<i>Mott Basic Language Skills, Series 600 A, B</i> Readability range 4-6 Review of skills in 300 series; teaches dictionary skills, structural analysis, synonyms, homonyms, comprehension skills Also available as semi-programed materials	
		<i>Mott Basic Language Skills, Series 900, A, B</i> Review of skills in 600 series; development of dictionary skills and other skills introduced at reading level 7-9 Also available as semi-programed materials	

Type	Publisher	Title and Description	Price
Booklets	American	<i>Your English Skills</i> Reading level 7 Comprehension skills: understanding facts, words, finding the main idea, organizing information, etc.	\$.35
Books	McGraw-Hill	Buchanan-Sullivan Associates: <i>Programed Reading for Adults</i> Books 1-14	
Books	Ann Arbor	<i>Michigan Language Program</i> Series of programed books Language arts curriculum designed to teach reading, writing, listening and speaking skills to beginning readers	
Workbooks	Ann Arbor	<i>Michigan Teaching Program</i> Programed worktexts for beginning, remedial and slow readers Helpful in correcting deficient skills for beginning and advanced adults	
Books	BRL	<i>Spelling: A Sullivan Associates Program</i> Beginning reading levels	
Workbooks	Boyd and Fraser	<i>South Spelling Program, Books 1-6</i> Programed workbooks designed for functionally illiterate adults Levels 2-6	\$ 1.65
Kits	Continental	<i>Language and Study Skills</i> Four programed sets of self-instructional material for remedial and adult education Letter Writing, Language Skills, Films, Tests, Reference Skills, Handwriting Masters	
Kits	EDL	<i>EDL Study Skills Libraries</i> Reference, Science, Social Studies Self-instructional programs Reading levels 3 (c, cc, ccc) through 9 (I, II, III)	

Type	Publisher	Title and Description	Price
Kits Tapes Workbooks	EDL	<i>Learning 100 Communications Skills System</i> Flash-X hand tachistoscope Aud-X sound-filmstrip projector Tachistoscope Controlled Reader Jr. Auto-instructional multi-media program Develops visual and perceptual skills from non-reader through level 6 Correlates with machines or filmstrips Listening DA, Listen and Read DA, and EA, and Listen and Write EA programs develop listening, reading, and writing skills; record, tape and cassette vocabulary lessons tie in	\$ 8.50 \$495.00 \$200.00 \$210.00
Books Filmstrips	EDL	<i>Learning 30% Communications Skills System</i> Teach-X; controlled reader, skimmer and scanner; filmstrips Levels 7-14 Individualized multi-media program Self-instructional	
Books Tapes	EDL	<i>Listening/Study Skill System</i> Levels 3-9 Correlated instruction in listening comprehension, content, area reading and study skills Combines Listen and Think tapes with Study Skills Library	
Records Workbooks	Fearon	<i>Audio-Lingual English</i> Drills to help basic sentence patterns of standard American English. Five units, 110 records/workbooks	
Kit	Field	<i>Cyclo Teacher Learning and School Kit</i> Programed kit Provides review, practice reinforcement in language arts, word attack skills, vocabulary, spelling, study skills, etc.	\$ 42.50
Books	BRL	<i>M.W. Sullivan Reading Program</i> Series I, Books 1-4 Series II, Books 5-8 Programed beginning reading	\$ 25.29 set
		<i>M.W. Sullivan Reading Program</i> Series III, Books 9-12 Series IV, Books 13-16 (Four books per series)	\$ 12.00 set \$ 1.49 ea.

Type	Publisher	Title and Description	Price
Books	BRL	<i>Sullivan Reading Program</i> 16 Correlated Readers for 1A-8A, 1B-8B	\$ 16.00 set .99 ea.
Tapes	BRL	<i>Sullivan Reading Program</i> Tapes for Texts	\$149.96
		<i>Sullivan Reading Program</i> Tapes for Readers 1-8	\$ 74.98

LIST OF RECOMMENDED EQUIPMENT

Filmstrip Viewers	Source	Approx. Cost
<i>Standard Filmstrip Previewer</i>	Photo and Sound Co.	\$ 24.95
<i>Hudson's Prima Filmstrip Viewer</i>	Photo and Sound Co.	\$ 20.00
<i>Dukane Cassette A-V Matie</i>	Instructional Material Branch	\$236.00
<i>Study Mate 2</i> (rear screen)	IMED	\$ 27.50
<i>Audio Study Mate</i> (sound; rear screen)	IMED	\$ 89.95
<i>Auto Vance II</i> (automatic; sound; rear screen)	IMED	\$124.95
Earphones		
Board-Approved <i>Electi-Fone 976</i> <i>Electi-Fone</i>	Los Angeles City Schools Supply Catalog Instructional Material Branch	\$ 6.11
Cassette Recorders		
<i>Acoustifone 900</i>	Los Angeles City Schools	\$ 44.50
<i>Hitachi</i> playback recorder	Equipment Catalog	\$ 17.00
Reel-to-Reel Recorder		
<i>Wollensak 1500</i>	Los Angeles City Schools Equipment Catalog	\$167.73
Cartridge Recorder		
Recorder	Educational Electronics	\$127.00
Amplifier (playback only)		\$102.00
D.C. power supply		\$ 70.00
Installation		
Language Master (<i>Bell and Howell</i>)	Los Angeles City Schools Equipment Catalog	\$250.00
AQR3 (student playback of pre-recorded cards)	IMED	\$129.00
AQR4 (instructor/student record and playback)	IMED	\$199.00

BUDGET PRIORITIES

Craig Reader	Craig Corp.	\$229.50
<i>Craig Reader Kit A</i>		\$ 49.50
<i>Craig Reader Kit B</i>		\$ 76.00
Skill Master MCM Cassette Recorder	Educators Publishing Service	\$ 99.00
<i>Controlled Reader Jr.</i>	EDL - Coast Visual Education	\$210.00

APPENDIX

H

PROFESSIONAL REFERENCES

This is a list of suggested references for use in establishing and maintaining a media center. The majority of the titles are available in the school library; in the Professional Library, housed at the Instructional Materials Center, Temple and Beaudry Streets; or in the public library. Some of the books are paper backs, and a few references are "idea books."



PROFESSIONAL REFERENCES

Academic Press. P.O. Box 125, Oshkosh, Wis.

Amids. 1003 Wilshire Blvd., Los Angeles.

Botts, Robert E., and Donald R. Reed. *Individualized Instruction*. Columbia, Mo.: Lucas Brothers Publishers, 1970. College Book Store, 3413 So. Hoover Blvd., Los Angeles 90007. \$2.50

Cohen, Arthur M. *Objectives for College Courses*. 1970. Glencoe Press, 8701 Wilshire Blvd., Beverly Hills, Calif. 90211.

Directory of Self-Instructional Materials Used in the Junior College. Danforth Junior College Program. 1972. ERIC Clearinghouse for Junior College, 96 Powell Library, UCLA, Los Angeles 90024. Free

Drumheller, Sidney J. *Handbook for Curriculum Design for Individualized Instruction*. 1971. Educational Technology Publications, Inc. 140 Sylvan Ave., Englewood Cliffs, N.J. 07632. \$8.95

EPM Educators Purchasing Master. Fisher Publishing Co., 3 W Princeton Ave., Englewood, Colo. 80110

Flanagan, John C., Robert F. Mager, and William M. Shanner. *Behavioral Objectives: Science, Social Studies, Mathematics, Language Arts: A Guide to Individualized Learning*. Four books 1971. Westinghouse Learning Corporation, 100 Park Ave., New York, N.Y. 10017. \$19.50 per set.

Hendershot, Carl H. *Programmed Learning: A Bibliography of Programs and Presentation Devices*. Fifth Edition. 1972. Hendershot Programmed Learning Consultants, 4114 Ridgewood Ave., Bay City, Mich. 48706. \$25.00

Hernandez, David E. *Writing Behavioral Objectives*. New York: Barnes and Noble, 1971. \$1.50

Johnson, Rita B., and Stuart R. Johnson. *Assuring Learning with Self-Instructional Packages*. 1971. Self-Instructional Packages, Box 2009, Chapel Hill, N.C. 27514. \$4.50

Johnson, Rita B., and Stuart R. Johnson. *Developing Individualized Instructional Material*. Westinghouse Learning Press, 2680 Hanover St., Palo Alto, Calif. 94302. \$3.75

— Kapfer, Philip G., and Glen F. Ovard. *Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education*. 1971. Educational Technology Publications, Inc., 140 Sylvan Ave., Englewood Cliffs, N.J. 07632. \$8.95

Lane, Cleve W., and Robert B. Lewis. *Guidelines for Establishing and Operating an Adult Learning Laboratory. Educational Monograph #1*. 1971. Adult Learning Center, School of Education, North Carolina State University, Raleigh, N.C. 27607. \$3.00

Learning Directory. Westinghouse Learning Corporation, 100 Park Ave., New York, N.Y. 10017

Lewis, James, Jr. *Administering the Individualized Instruction Program*. 1971. Parker Publishing Co., West Nyack, N.Y. 10994. \$9.95

Mager, Robert F., and Kenneth M. Beach, Jr. *Developing Vocational Instruction*. 1967. Fearon Publishers, 2165 Park Blvd., Palo Alto, Calif. 94306. \$2.00

Mager, Robert F. *Developing Attitude Toward Learning*. 1968. Fearon Publishers, 2165 Park Blvd., Palo Alto, Calif. 94306. \$2.00

Mager, Robert F. *Preparing Instructional Objectives*. 1962. Fearon Publishers, 2165 Park Blvd., Palo Alto, Calif. 94306. \$1.75

- NCEM. University of Southern California, University Park, Los Angeles, Calif. 90007.
- Pipe, Peter. *Practical Programming*. 1966. Holt, Rinehart & Winston, Box 34400, Crocker Park, San Francisco, Calif. 94134.
- Popham, W. James. *Criterion-Referenced Measurement*. 1971. Educational Technology Publications, Englewood Cliffs, N.J. 07632. \$5.95
- Silverman, Robert E. *How to Write a Program*. 1971. Educational Technology Publications, Inc., 140 Sylvan Ave., Englewood Cliffs, N.J. 07632. \$18.95
- Stewart, Don. *Educational Malpractices*. 1971. Slate Services, P.O. Box 456, Westminster, Calif. 92683. \$4.95
- Teachey, William G. *Learning Laboratories, A Guide to Adoption and Use*. 1971. Educational Technology Publications, Englewood Cliffs, N.J. 07632. \$3.95

Additional Source

- Educational Research Information Center. Superintendent of Documents, U.S. Government Printing Office, Washington D. C., 20402.

APPENDIX



INTRODUCING PROGRAMED INSTRUCTION TO STUDENTS

A sample of how to introduce programed instruction to new students appears on the next page. Commercial samples are also available from some vendors, but you may prefer to develop your own introduction.

SAMPLE PROGRAM

Test your will power! Use a blank strip of paper, and cover up the answer column on the right-hand side of this page. Write your own answer to each question in the space below before uncovering the answer column to check your response. Watch for the hints in each statement, and note that each small blank is for one letter of the answer expected.

Answer Column

If you've missed, read the step over again. Check your spelling, too.

- | | |
|--|---|
| <p>1. Programed materials permit you, as an individual, to work at your own speed, to move along, or to repeat when you need to do so. How long it takes to achieve a person's <i>study</i> objectives, then, depends upon each - - - - -.</p> | <p>1. individual</p> |
| <p>2. Programs are in many forms and are organized differently. Resources include books, teaching machines, kits, tapes, and audio-visual materials. Each author explains how his program works in his instructions to the student. You can get very mixed up if you don't read the instructions before you begin. To know how to use your program, you must - - - - -
- - - - -.</p> | <p>2. Read the instructions.</p> |
| <p>3. Small learning steps are presented in a planned order so you proceed slowly from easy steps to harder steps. Each step or frame is numbered to help you follow the planned instruction. It is most important to study the steps in their - - - - - order.</p> | <p>3. numbered</p> |
| <p>4. Most steps ask questions or have blanks to be filled in so you can see if you've understood that step. Answers to the questions are nearby; your instructions will have told you where they are. Hide the answers from yourself until you have written your own answer. Don't cheat yourself of learning "on your own." If you look at the answers too soon, you'll be - - - - -
- - - - -.</p> | <p>4. cheating yourself of learning</p> |
| <p>5. DON'T WRITE IN BOOKS! Use scrap paper for your answers. Before you look at an answer, write your own answer on - - - - -, not in a book.</p> | <p>5. paper</p> |
| <p>6. To be sure you are learning, you'll take tests. (Sorry, there are no "nearby answers" for these.) The tests are by the same authors who wrote the programs to help you learn well. The purpose of the tests is to see if you are - - - - - well.</p> | <p>6. learning</p> |

7. Study the Table of Contents of the program that you are using, and look for the author's directions on when to take tests. Knowing the title of your material is necessary to get the right book to study and then the right tests. Remember the _____ of the program you are studying.

7. title

8. We wish you success with programed learning! Your teacher is most important in helping you on a one-to-one basis. Never hesitate to ask for help when you're confused. You may have to wait your turn; but when you don't understand, be sure you ask the _____ for help.

8. teacher

WHODUNIT?

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