DOCUMENT RESUME

ED 095 285 CE 001 833

AUTHOR Cayton, Paul W.; Brewer, Norma B.
TITLE Individualized Reading Instructional System (IRIS).
INSTITUTION Rehabilitation Research Foundation, Montgomery, Ala.
SPONS AGENCY Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
REPORT NO DLMA-21-01-73-38-2
PUB DATE Aug 73
NOTE 288p.
AVAILABLE FROM National Technical Information Service, Springfield, Virginia 22151 ($3.00)

EDRS PRICE MF-$0.75 HC-$13.80 PLUS POSTAGE
DESCRIPTORS *Adult Reading Programs; Autoinstructional Aids; *Basic Reading; Individualized Programs; *Individualized Reading; Learning Laboratories; Programed Instruction; Reading Development; *Reading Instruction; Reading Skills; *Sequential Reading Programs

ABSTRACT

The guide to Individualized Reading Instructional System (IRIS) provides information helpful in establishing, operating, and maintaining a reading instructional program meeting adult basic education needs. IRIS systematizes the use of commercially published reading instructional materials for self-pacing, individualized, or independent learning. It consists of six modularized instructional tracks, beginning with reading readiness and progressing to the seventh grade level and above. The student is placed in an appropriate reading track where he can experience success before moving into more challenging modules of instruction. Most of the programmed instructional material is reusable and only two types of machines are required--the cassette player and the card reader. One reading manager can manage one instructional lab accommodating approximately 15 students of varying ability levels. The system is oriented to adults, but may be used by other age groups, It can be used in most basic skill programs, particularly in conjunction with programs of adult basic education, correctional education, vocational-technical basic education, and manpower training. (Author/MW)

ED 095285

BEST COPY AVAILABLE

IRIS

INDIVIDUALIZED READING INSTRUCTIONAL SYSTEM

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: CS

CS

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 001 833

ERIC

STANDARD TITLE PAGE FOR TECHNICAL REPORTS	1. Report No. DLMA -21-01-73-38-2	2. Govt. Accession No.	3. Recipient's Catalog No. N/A
4. Title and Subtitle: Individualized Reading Instructional System (IRIS)			5. Report Date: August 1973 6. Performing Organization Code: N/A
7. Author(s): Paul W. Cayton and Norma B. Brewer			8. Performing Organization Rept. No. N/A
9. Performing Organization Name and Address: Rehabilitation Research Foundation, P. O. Box 3587, Montgomery, Alabama 36109			10. Project/Task/Work Unit No. N/A 11. Contract/Grant No. DL 21-01-73-38
12. Sponsoring Agency Name and Address: U.S. Department of Labor, Manpower Administration, Office of Research and Development, 1111 20th St., N.W. Washington, D.C. 20210			13. Type of Report & Period Covered N/A 14. Sponsoring Agency Code N/A

15. Supplementary Notes

The guide to IRIS provides the necessary information needed by the potential user for establishing, operating, and maintaining the reading instructional program.

16. Abstracts

IRIS systematizes the use of commercially published reading instructional materials for self-pacing, individualized, or independent learning. It consists of six modularized instructional tracks, beginning with reading readiness and progressing to the seventh grade level and above. A very simple process places the student in an appropriate reading track where he can experience success before moving into more challenging modules of instruction. The system proved very successful in its initial tryout. Nonreaders learned to read, and low-level readers made remarkable grade placement score gains based on pre and post reading tests. Compared to most reading instructional systems, IRIS is relatively inexpensive. Most of the programmed instructional material is reusable, and only two types of machines are required--the cassette player and the card reader. The system is easy to establish, manage, and maintain. One Reading Manager can manage one reading instructional lab which simultaneously accommodates approximately 15 students with varying degrees of learning ability. The system is oriented to adults but may be used by other age groups. It can be used in most basic skills programs, particularly in conjunction with programs of adult basic education, correctional education, vocational-technical basic education, manpower training, etc.

17. Key Words and Document Analysis. 17a. Descriptors

Education
Literacy
Manpower utilization
Rehabilitation
Technical schools
Learning
Manpower
Program instruction
Schools
Upgrading

17b. Identifiers/Open-Ended Terms

Individualized
Reading
Instructional
System
Tracks
Placement
Evaluation
Open-ended
Modules

17c. COSATI Field/Group 5-G, 5-J, 5-K

18. Distribution Statement	19. Security Class (This Report)	21. No. of Pages
Distribution is unlimited. Available from National Technical Information Service, Springfield Va., 22151.	UNCLASSIFIED	306
	20. Security Class (This Page) UNCLASSIFIED	22. Price $3.00

ED 095285

INDIVIDUALIZED READING INSTRUCTIONAL SYSTEM

Paul W. Cayton and Norma B. Brewer

Rehabilitation Research Foundation

Montgomery, Alabama

BEST COPY AVAILABLE

This report on the EMLC was prepared under grant No. 21-01-75-38 with Manpower Administration, U. S. Department of Labor. Organizations undertaking such projects under Federal Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor or other federal agencies mentioned herein.

Submitted to Seymour Brandwein, Associate Director of the Office of Research and Development, and to William Throckmorton, Project Officer, by John M. McKee, Director, Experimental Manpower Laboratory for Corrections, Rehabilitation Research Foundation, P. O. Box 3587, Montgomery, Alabama 36109.

Reproduction in whole or in part permitted for any purpose of the United States Government.

Copyright © 1973 by
Rehabilitation Research Foundation
P. O. Box 3587
Montgomery, Alabama 36109
John M. McKee, Ph.D., Director

RRF-705-8-14-73

CONTENTS

	Page
Introduction	1
Establishing the Individualized Reading Instructional System	5
Managing the Learning Situation	11
Track I	17
Track II	41
Track III	81
Track IV	125
Track V	171
Track VI	223
Appendix A: Model Reading Lab Floor Plan	271
Appendix B: Purchasing Guide for IRIS Materials	275
Appendix C: Placement and Evaluation Schema	279
Appendix D: Students' Performance Evaluation Form	283
Appendix E: Student's Performance Record	287

Acknowledgments

Recognition and appreciation are extended to:

. . . Dr. John M. McKee and Mr. John W. Phillips for technical assistance, consultation, and, above all, encouragement.

. . . Charles M. Petko and W. Lee Sanford for editing and refining this system.

. . . John M. Hooks for cover design and technical assistance.

. . . Gary W. Moore for printing.

. . . Eloise K. White for typing.

. . . All of the subjects who were involved in the initial tryout of the system.

INTRODUCTION

Ironically, some of the people who need basic education the most cannot read well enough to use the classroom materials. Even in an individualized self-instructional program, the functional illiterate is quite often unable to take the *Locator Test* which places students at the appropriate testing level. Others are handicapped by very low reading levels–first- or second-grade levels, for example. And many basic education programs do not have the time, money, or expertise available to help these people.

The question of how to overcome reading deficiencies within a basic education program arose during research conducted by the Rehabilitation Research Foundation (RRF) during its operation of the Experimental Manpower Laboratory for Corrections (EMLC), which dealt with adult male felons at Draper Correctional Center in Elmore, Alabama. It was apparent that some of the students in the open-ended vocational skills programs were having difficulty attaining certification because of their low level of basic education achievement. This problem was partially solved by enrolling those students who were having difficulty in the vocational courses in the RRF's Individually Prescribed Instructional (IPI) System--a basic education delivery system. However, it was found that some of the students who were having difficulty in the vocational program were also having difficulty in the IPI System--because they were unable to read and comprehend the subject matter. What was needed, therefore, was an individualized reading instructional system which would enable those students to first achieve a satisfactory reading mastery level, then to succeed in the IPI basic education materials, and, finally, to function in the vocational skill training of their choice.

At that time, much of the reading instructional material on the market, most of which the RRF had tried with minimal success, was designed for teaching groups of children. With the demand created by adult basic education programs came a gradual increase in programmed reading instructional materials. Some of these materials had accompanying audio capabilities which enhanced the independent study method. Individual programs, however, were still not comprehensive enough to cover the broad spectrum of reading skills needed by all the students. The RRF's task, then, was to assemble the various programmed materials and develop a system for teaching individualized reading. This the RRF has done, and, though no claim has been made to the effect that the Individualized Reading Instructional System (IRIS) is the answer to solving all reading deficiencies, the initial tryout data show it to be an effective reading system. Nonreaders have learned to read, and low-level readers have shown remarkable increase.

IRIS, thus far, has been divided into six reading instructional tracks. (Additional tracks may be added.) Each track is composed of short, sequential modules of instructional material which insure active responding, either written or oral. The self-instructional, self-pacing, and self-contained modules allow a student to begin and end his study program at any given time without restrictions from other students' schedules. The placement process, based on scores from the *Locator Test*, places a student in a beginning instructional track where he is comfortably challenged. A very simple but effective means of constant evaluation, both diagnostic and prescriptive, has been provided through the use of module tests built into the system. An overall evaluation method for pre- and posttesting students has also been provided.

The following list of features of IRIS will help you decide if the system seems feasible for your use:

- From 1 to 15 students with varying levels of reading abilities can be taught simultaneously in the same reading lab.
- The program is open-ended.
- The use of short modules of instruction facilitates the use of motivational techniques, e.g., performance contracts and contingency management.
- The Reading Manager is provided with a step-by-step guide for monitoring the student's progress through modules and tracks.
- Only two types of machines are used in the system–the cassette player and the card player (reader). This fact reduces expense as well as maintenance.
- Each student operates his own machine, working independently through the programmed instructional material.
- Most of the instructional material is reusable, thus cutting down on the program cost after the first year.
- A purchasing guide for materials and equipment is provided. An outline of the requirements for physical facilities is also included.

The materials used in IRIS were chosen from a large number of reading and reading enrichment programs published by various companies and then were divided into sequential modules designed to build reading skills and comprehension. Essentially, these materials represent the best of what each company offers in terms of a comprehensive reading system such as IRIS. The materials which were selected for IRIS had to have the following characteristics:

- Were programmed to provide for individualized (independent) study
- Had behavioral objectives clearly stated
- Were associated, structured, and sequenced for learning
- Included sight-sound media with easy-to-use and reasonably priced materials and equipment
- Required active learner participation
- Incorporated the use of immediate reinforcement for responses
- Assured performance and mastery
- Were structured so that short modules could be developed--thus students experience successful short-task completion more often
- Were adaptable to the use of motivational techniques such as performance contracts and contingency management
- Were easy to utilize and maintain
- Were designed for reuse

The materials which follow meet these criteria. Brief annotations are included to provide some familiarity with the content and format of the material. The sources, quantity, and estimated prices of these materials can be found in Appendix B.

Alphabet Mastery. Bell & Howell. This program is designed to develop the student's knowledge of the alphabet. It presents the names of letters, upper and lower case, discriminations, left-to-right progression, and letter sequencing. The program is printed on *Language Master* cards. The student receives immediate correct response feedback when he turns the card over and plays the correct response. This audiovisual program is designed to be used with a card reader (player) such as the *Language Master, Audiotheques, TTC,* or *Skill-Master* machine.

Learning How To Use The Dictionary. The MacMillan Company. This programmed text has been designed to be utilized with *Webster's New World Dictionary, Elementary Edition*. Basic skills taught are those needed to find words, their definitions, and the correct spellings and appropriate uses of them. Progress tests and a Teacher's Manual accompany the program.

Michigan Tracking Program's Primary and Symbol Tracking. Ann Arbor Publishers. IRIS includes two of the four programmed workbooks in this system. These workbooks are designed to improve visual discrimination, reading comprehension, left-to-right direction, and skill in following a line of pictures, numbers, letters, or words. Each workbook is available in regular or reusable editions. The reusable workbooks are printed on specially treated paper. When special pens are used, the marks will disappear and the workbooks may be reused by other students.

Mott Basic Language Skills Program. Comprehension Series. Allied Education Council. These eight programmed textbooks of the Mott Series contain high-interest, narrative materials which are designed to help the student develop an understanding of what he has read, answer questions concerning the material, and then correct his work before proceeding to the next level of material.

Plan Phonics in Action. Education Sensory Programming. This program provides phonic instruction through a complete and sequentially organized sound-sight program. It is conveniently organized for student and teacher use. The use of cassette players, cassette tapes, and workbooks permits the student to work on his own. For evaluation purposes, pre, post, and periodic progress tests are included in the program.

Programmed Phonics. Educators Publishing Service, Inc. This self-instructional program is designed for students whose understanding vocabulary exceeds their reading vocabulary. Workbooks and cassettes train the student to perceive aurally and visually and to respond orally to words and syllables. A prerequisite test as well as unprogrammed progress checks are included for evaluative purposes.

Sullivan's Reading Readiness Program. Behavioral Research Laboratories. This program is used with beginning students who are taught through the use of programmed textbooks and cassettes to recognize printed letters and the sounds they represent and to associate these sound-symbols with words. There are four textbooks, each containing in-book tests.

Sullivan's Reading Readiness Readers. Behavioral Research Laboratories. These books are designed to be correlated with the *Reading Readiness Program*. They are used mainly for review, reinforcement, and enrichment.

The Sullivan Reading Program. Behavioral Research Laboratories. This program utilizes cassette tapes and programmed textbooks to present symbols and their related sounds to the student in a logical, sequential approach. He can then associate these sound-symbol relationships to words. The student proceeds through this program successfully in small,

easy steps at a pace which is comfortable for him. He is reinforced by frequent review which allows him to correct his errors. The first twenty programmed textbooks are used in the system.

Sullivan Comprehension Readers. Behavioral Research Laboratories. This collection of stories are built around the vocabulary and sound progression of each unit of Sullivan Reading. Integrated into the stories are comprehension questions which promote the student's understanding of the text.

More Sullivan Stories. Behavioral Research Laboratories. These books are correlated with the first fifteen of twenty programmed textbooks in the *Sullivan Reading Program*, having the same vocabulary as that introduced in the texts of the same number. There are three books for each text.

The Radio Reading Series 1 and 2. Psychotechnics, Inc. Each series of the reading program is composed of thirty essays taped cassettes, and related student exercises. The essays are presented as a directed reading/listening lesson followed by a series of exercises. Because the content consists of little-known facts about famous people, places, and things, the essays are interesting.

Webster's New World Dictionary, Elementary Edition. Prentice-Hall, Inc. This dictionary is used with the programmed course, *Learning How To Use The Dictionary*. Page references within the program are correlated only with pages in this dictionary.

Wooderaft 1 and 2. Communacad. This vocabulary program utilizes cassette tapes and workbooks. Each lesson is composed of ten study words and their definitions, with each word diacritically marked and divided into syllables. Study and review tests are provided.

ESTABLISHING THE INDIVIDUALIZED READING INSTRUCTIONAL SYSTEM

This section is intended as a guide for those persons (administrators or reading managers) who have the responsibility for establishing the reading laboratory and system. Before taking action on any particular part, this entire section should be studied carefully. Follow these logical steps before taking any action:

1. Read through this section in its entirety.
2. Prepare an estimated budget.
3. Take an inventory of all your available assets needed to operate the system: staff, floor space, instructional materials and equipment, carrels, chairs, shelves, storage cabinets, filing cabinets, lighting, carpeting, etc.
4. Consider these questions and make decisions most feasible to your particular situation.
    a. Will scheduling problems or large enrollment create a need for more than one reading instructional lab?
    b. Can study carrels, shelving, storage space, etc., be built more economically than buying them from commercial dealers? Which is more expedient?
    c. Are there local dealers who can supply the needed materials and equipment faster and more economically than the sources listed in the purchasing guide? Are you entitled to a school discount?
    d. Are the heating, air conditioning, lighting, wiring, etc., sufficient for the operation of the lab?
5. Revise the budget to exclude those items or services which are already available.
6. Put your plans into action.

All specifications and recommendations for establishing IRIS are based on the following assumptions:

1. One reading laboratory will be established to accommodate 15 students (equally distributed among the six reading instructional tracks) at one time
2. Four classes (15 students each) could be scheduled for different periods of one and one-half hours each day. (Sixty students could be accommodated one day.)
3. The same materials and equipment will be used by each class.
4. One Reading Manager (RM) will teach all clases. Depending upon the number of students, an assistant may be needed.
5. Continuous open-ended reading instruction will be conducted over a span of years, with the cost of establishing and maintaining the system decreasing each year after the first.

The three major tasks involved in establishing IRIS are: (1) staffing, (2) preparing the physical facilities, and (3) purchasing the necessary materials and equipment.

The establishing information presented here is intended as a guide. It is impossible to cover all the problems establishers may encounter because each situation probably differs from the other. Consider these suggestions and adapt those which seem pertinent to your own situation.

Staffing

At least one RM will be required for each reading instructional laboratory in operation. Depending upon the number of students and periods scheduled, additional labs may be needed–requiring one RM for each lab.

Generalizations about the requirements for a good RM are quite futile. The ideal RM would probably be a reading specialist who can manage the learning situation in such a way that each student performs independently at the optimum level at all times, whereas the person who is accustomed to teaching groups (where the teacher is the center of attention) may not be able to adapt to the independent learning method. Yet, there may be some persons who may be able to shift from the group teaching style to the independent learning method with little difficulty and make excellent RMs. The point is, it is more efficient and effective to describe what the RM does and let the administrator determine what person can do the job most effectively. It is reasonable to expect that the RM should have a college degree with major emphasis in teaching basic skills. Experience may be helpful but not completely necessary. In managing the learning situation, the RM should be able to perform the following tasks efficiently:

1. Interview and counsel students.
2. Administer, score, and interpret tests.
3. Schedule and place students in the reading program.
4. Orient students to the reading program.
5. Teach students how to use programmed instruction, cassette machines, card readers (players), and headsets.
6. Diagnose reading problems of students, as they perform, and provide remediation.
7. Use motivational techniques (contingency management and performance contracts) to obtain optimum student performance.
8. Evaluate the overall performance of the students in the system.
9. Requisition materials, equipment, and supplies needed in the system.
10. Become very familiar with all materials and equipment.
11. Arrange physical facilities and materials for most effective use.
12. Perform necessary record keeping and filing.
13. Supervise the activities of the assistant.
14. Establish a library for out-of-class leisure reading or arrange such a program with the school librarian.

For further details concerning the RM's responsibilities, see the section on Managing the Learning Situation.

Preparing the Physical Facilities

The reading instructional laboratory. The lab should be designed to obtain maximum performance from students who will be involved in independent, self-instructional learning and need a work area conducive to such learning. Approximately 1,000 square feet (40' x 25') of floor space should be sufficient. Such an area requires individual carrels, comfortable chairs, good lighting and acoustics, adequate shelving and storage space, and a private counseling area. For more details, see the suggested floor plan in Appendix A.

Study carrels and equipment for the RM's use. Semiprivate booths (study carrels) are more appropriate than armchair desks. Each study carrel should be approximately 36" wide and equipped with an electrical outlet for operation of the cassette machine and card player. Individual lighting for each carrel is also recommended. The carrels should, if possible, be arranged around the walls so that the RM can have full view of all students at all times and detect those who need help. Although the RM may need an office for private counseling, files, oral testing, etc., most of the RM's time should be spent in the learning area. One table with chairs should be located in the learning area for the RM's use. This table should be used by the RM when giving special assistance to students. Two 2-drawer filing cabinets for filing students' individual folders should be positioned near the table. One of the files may be used for filing teachers' manuals, tests, and answer keys. A special student work table may be located near the RM. For further convenience, the materials and equipment should be shelved just behind the RM's chair.

Special study carrels. For those students who are involved in study which requires audioactive responding (phonics, oral testing, etc.) more privacy is needed. At least two partitioned areas with study carrels are needed. If possible, these booths should be approximately 48" wide and the partitions on either side should extend from the floor to the ceiling; however, the area does not need to be fully enclosed. One side (back) should be open so that the RM can observe the students while they respond.

Electrical wiring. Careful planning for wiring the lab is a *must*. Good natural lighting helps, but excellent artificial lighting is also needed. Keep in mind that each study carrel will probably need a light (fluorescent, if possible) and an electrical outlet for operation of the cassette player or card player. If the lab is to be used 12 months a year, then air conditioning must be considered.

Acoustics. Every effort should be made to insure elimination of distractions. If possible, sound-absorbing materials should be used on the ceiling, walls, and floor (carpeting).

Storage space. In addition to the filing cabinets and shelves, special storage cabinets (metal cabinets) which can be locked should be used for storing the hardware when it is not in use.

Students' storage cubicles. The students should not be allowed to take modular materials and equipment or response notebooks from the learning area. At the end of each study period, the student should return all modular material to the RM. No material should be left in the carrel because the work area should be clear for the next student's use. A section of cubicles for storing each student's notebook and other supplies should be located in the lab so that it will be easily accessible to him. The cubicles might be located on shelves above the students' carrels or in some central location. Make sure that each cubicle is properly labeled (student's name) and large enough to store the materials.

The suggested floor plan located in Appendix A may be of help in preparing your physical facilities.

Purchasing Equipment and Materials

The quantity and cost of equipment and materials for the lab are based on establishing one lab which accommodates no more than 15 students at a time. It is also assumed that the 15 students will be reasonably distributed among the six reading instructional tracks. Any variation from this may require more or less materials. If there tends to be a concentration of more students in one track than another, then obviously more materials will be needed for that track and less materials will be needed for the others. The idea is not to delay students' performance due to a shortage of materials The RM should be able to determine when additional materials are needed.

Equipment. Only three types of equipment are used in this system--cassette players, headsets, and card readers (players). Each student will need a cassette player and a headset. However, due to unavoidable breakdown and time out for repair, it is suggested that 20 cassette players and 20 headsets be ordered for a laboratory of 15 students. Two card readers should be sufficient for one laboratory. Take an inventory of any of this equipment which you might have on hand and order only what you need. Contact your local electronics and school equipment dealers and ask for demonstrations and catalogs.

Because of the many types of available equipment, the following criteria may be helpful in helping you make choices:

Cassette machines

Because students will be operating the machines, be sure that the machine is simple to operate. It should be fairly small and compact so that it does not crowd the work area. It should run on regular current and have receptacles which fit the headset plugs. If not, adapters will be needed (15-20 cents each). You may need two combination player/recorders, primarily for the RM's use, but the students should use only the player because there is danger that an expensive prerecorded tape might be erased if the player/recorder is used. Cassette players range from $25 to $60, with the player/recorder being somewhat more expensive.

Headsets

It is strongly recommended that headsets which block out surrounding noise and which are light and comfortable to wear be purchased. Quite often cheap headsets do not meet these qualifications. Try to get headsets which have plugs adaptable to both the cassette player and the card reader. Good headsets can be purchased for approximately $14. You should be able to get quantities cheaper.

Card readers

There are several types of card readers on the market, e.g., the *Language Master* from Bell & Howell, the *Tutorette* from Audio Tronics, and the *Audio Q Motivator* from Teaching Technology Corporation. Since the RM may want to develop supplementary materials for the students' use, this machine should have capabilities for both recording and playing back. Prices of these machines range from $189 to $250.

After you have determined the best equipment available which also meets your budget, order the equipment enough in advance so that it will be available when the program begins.

Materials. The quantity, estimated cost, and sources of materials can be found in the Purchasing Guide for IRIS Materials in Appendix B.

The cost of furniture, remodeling, staffing, etc., is not included in this guide because each establishing situation has different requirements. The RRF may be able to help you with any special problems you might have.

MANAGING THE LEARNING SITUATION

It is assumed that physical facilities and instructional materials are ready and that students have been interviewed, have reported to class, and are ready to be placed in an appropriate beginning reading instructional track.

Responsibilities of the Reading Manager

Placing the student in the appropriate beginning reading track. The student's score on the *Locator Test for the Tests of Adult Basic Education (TABE)* provides the basis for placing him in the appropriate beginning reading track in which he can experience success before moving into more challenging modules of instruction. The RM should follow the basic steps outlined below in determining the beginning reading instructional track for each student. See the Placement and Evaluation Schema for more details (Appendix C).

Step 1: Administer the *Locator Test for the Tests of Adult Basic Education.*

Follow the *TABE Locator Directions for Administration Manual*, pages 5-10.

Use the separate answer sheet (5460) for easy scoring.

Step 2: Use the IBM 1230 Hand-Scoring Stencil for the *Locator Test* and score each student's answer sheet.

Follow the directions on page 10 of the Administration Manual.

Step 3: Use the following information for determining the appropriate beginning reading track in which to place each student.

Locator Test Score Range	Appropriate Beginning Reading Track
0 through 7	Track I
8 through 14	Track II
15 through 30	Track III
31 through 40	Track V

No students are initially placed in Track IV or Track VI. Only students completing Track III will enter Track IV, and only students completing Track V will enter Track VI.

The reading system, at its present stage of development, does not accommodate students whose *Locator Test* scores range from 41 through 50. A special reading track will be developed for them.

Step 4: After the student completes the initial track in which he was placed, he should be assigned to as many succeeding tracks as he can complete in the time he will remain in the program.

Planning for and evaluating the overall performance of the student. Module tests provide continuous evaluation as well as opportunities for the RM to give the student

special attention. However, an overall measurement is needed to determine the effectiveness of the reading system. Evaluation, as described here, entails the administration of the TABE *Reading Test, Level M, Form 1* (TABE-M-1) as a pretest and *Form 2* (TABE-M-2) as a posttest. Posttests are administered when the student leaves the program--which may be after he completes Track III, Track IV, Track V, or Track VI.

Because the student who is initially placed in Track I or II is functioning at such a low level, it is better not to pretest him until he has completed Track II and is ready to enter Track III. At this point, use the *TABE-M-1 Reading Test* to pretest him.

The following steps describe the process for gathering pre- and postinstructional test data for overall evaluation of the student's performance:

Step 1: Gather and record preinstructional test data on each student.

Follow the directions in *TABE-M Examiner's Manual* and administer *TABE-M-1 Reading Test*. Use the separate Scoreze Answer Sheets (464) for easy scoring. Administer the pretest once–either before the student enters Track III or Track V.

Score the test and derive a grade placement score (GPS) for each student in Reading Vocabulary, Reading Comprehension, and Total Reading.

Record the GPS scores under the columns headed *Pretest* on the *Students' Performance Evaluation Form*. (See Appendix D.)

Step 2: Gather and record postinstructional test data on each student.

Follow the directions in *TABE-M Examiner's Manual* and administer *TABE-M-2 Reading Test*. Use the separate Scoreze Answer Sheets (464) for easy scoring. Posttests should be administered when the student completes the program or has to leave for other purposes. This should take place upon completion of either Track III, Track IV, Track V, or Track VI. There may be situations when the student has to leave the program before completing an entire track. If possible, posttest him at that point.

Score the test and derive a GPS for Reading Vocabulary, Reading Comprehension, and Total Reading.

Record the GPS scores under the columns headed *Posttest* on the *Students' Performance Evaluation Form*.

Step 3: Compute the GPS gain (or loss) for each student in Reading Vocabulary, Reading Comprehension, and Total Reading and record them under the *Gains* columns.

Simply subtract the Pretest GPS from the Posttest GPS and record the gain.

Example:		
	Posttest GPS	7.8
	Pretest GPS	- 5.0
	Gain	2.8

A record of test information on each student will provide data for computing the group's mean (average) score and gain in Reading Vocabulary, Reading Comprehension,

and Total Reading. Simply subtract the mean pretest score from the mean posttest score to determine the average gain for the group. There are also columns on the *Students' Performance Evaluation Form* for recording total hours of instruction and beginning and ending reading tracks. See the *Placement and Evaluation Schema* (Appendix C) for further details.

All module test scores are recorded on the individual *Student's Performance Record*.

Checking materials in and out. It is very important that the student begin working as soon as possible; therefore, an expedient means of distributing and collecting the instructional materials is necessary. A check-out/check-in slip for each student should be prepared to provide the RM with a quick reference for locating materials. The RM should also anticipate the materials and equipment the student will need next, so that the new materials can be assembled and readied while the student is taking the module test. Make sure that each student has working supplies (notebook, paper, pencil, etc.).

Monitoring the student's performance. The RM should spend as much time as possible in the learning area, giving assistance when needed. However, if the student is well oriented to each assignment and has a thorough understanding of how to respond and perform, special assistance can be kept to a minimum. Give help when it is needed, but don't overdo it.

Administering and scoring the module tests. When the student completes all the requirements for a module, the module test should be administered and scored as soon as possible. The results of the test determine the next assignment; therefore, it is important to give feedback and to structure remediation before the student loses interest. Remediation, at the least, should include the student correcting any incorrect responses whether he passes the test or not. Of course, if he does not pass the test, he should go back through the assignment until he can.

Providing supplementary materials. The RM may see the need for providing special help for some students in the form of supplementary drill, using the cassette machine and card reader. For example, if the student is having difficulty in reading the stories, the RM may need to record the story on a cassette tape. Then the student can listen and read silently at the same time until he can read the story without accompanying sound. The RM can also print troublesome words on cards and record correct pronunciations for use in special drill.

Providing leisure reading. Although there may not be time during class for students to read materials which are not part of IRIS, a lending library of suitable books should be made available for outside reading.

Recording, filing, and evaluating the student's work. The RM should maintain an individual file for each student. The file should contain an interview form, TABE test scores, *Locator Test* scores, module test scores, and other information which the RM deems necessary. A model form *(Students' Performance Evaluation Form)* for recording pre- and posttest *TABE Reading Test* scores is located in Appendix D and explained in detail in the evaluation section on page 12. Another form (*Student's Individual Performance Record*) for recording module test scores and other information is provided in Appendix E. Each student will need this or a similar form in his file. Additional copies of these forms may be ordered from the RRF for a nominal fee. The RM should develop other forms when needed.

Maintaining materials and equipment. The materials and equipment should be examined periodically and the cassette machine cleaned from time to time. Cassette cleaning kits are available from electronics dealers. The books should be checked to make sure that students have not written responses in the books. Any books which have been written in should be taken from the shelf and replaced.

Providing work incentives. The RM should make every effort to get maximum performance from the student in the shortest span of time. The organization of the system into reading tracks and short instructional modules lends itself very well to the use of contingency management and performance contracts. Materials describing contingency management and performance contracting are available from the RRF and various other organizations. The materials are likely to be worthwhile reading for those who are interested.

Administering vision and hearing tests. Because the instructional process requires good vision and hearing, every effort should be made to detect any serious deficiencies of either. If the budget permits, the *telebinocular* and the *audiometer* are two machines that should be purchased. With training, the RM can administer the necessary tests and detect vision and hearing problems which might handicap the student. In many communities, civic clubs sponsor such testing programs and quite often help defray the cost of correctives.

Special Considerations for the System

Programmed instruction requires that the student make frame responses, either written or oral. Students who cannot write or print or who have serious speech problems may experience difficulty in the program. In the tryout of IRIS, the students who printed usually made responses much slower than those who wrote. Therefore, they usually did not complete modules as quickly.

Handwriting. The developers of this program have searched the market for a cursive handwriting program which could be classified as self-instructional--at least one which would not consume a great deal of the RM's time. There are some excellent handwriting programs on the market, but most of the students who need this instruction cannot read well enough to follow directions. If audio were combined with these programs part of the problem would be solved. The student could at least listen to the directions. If the RM has time, or better yet, can assign an aide or assistant to teach, cursive writing should be taught to those who need it. *Handwriting with Write and See* (Lyons and Carnahan, Inc.), *Cursive Writing* (Ann Arbor Publishers), *Help Yourself to Better Handwriting, Beginning Connected, Cursive Handwriting, The Johnson Handwriting Program* (Educators Publishing Service, Inc.), and *Handwriting* (Behavioral Research Laboratories) are just a few of the handwriting programs available.

Speech problems. The student with serious speech problems may experience some difficulty in the audio-active-response modules. In the initial tryout, however, a stuttering student did very well in the program. The RM was careful not to put him "on the spot," and made sure that all oral reading and testing were done in privacy. The student had a remarkable gain in reading and a very noticeable decrease in incidents of stuttering.

High-level student. The system may not benefit the student who already reads above the ninth-grade level. Hopefully, a special track for such students will be developed. We have on hand sufficient materials to develop a high-level track, but because the users of the RRF's IPI System have expressed a need for a reading system to teach the lower-level readers, these tracks received first priority.

We are not advocating that students with these limitations be screened out of the reading program. Too many who need the program have been "screened out" too often in the past. Past experience has shown that they may perform very well in the program.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INTRODUCTION TO TRACK I

Reading Track I may be described as a reading readiness track. There are 20 modules within the track, beginning with alphabet mastery and continuing in priority sequence through symbol and primary tracking to basic sight vocabulary acquisition and application.

Having completed this track, the student should be able to:

- Recognize, say, and write the letters of the alphabet.
- Use proper left-to-right reading progression in tracking symbols, letters, and words from the printed line.
- Decode and encode basic sound-symbol relationships and apply these skills to learning new words.
- Read a core vocabulary of ninety-six words, in isolation, in phrases, and in sentences.
- Work independently in the programmed texts.

Included in this section are the list of 20 modules covered in Track I and the procedures for guiding the student through the modules. The student should begin with Module 1 and proceed in numerical order through all 20 modules. The procedural guide for each module lists a 3-step method which the Reading Manager should follow in introducing and assigning the module to the student. evaluating his progress, giving assistance, and planning the next modular assignment.

Only students whose *Locator Test* scores range from 0 through 7 will be placed in this track. Upon completion of this track, they will be assigned to Track II.

BEST COPY AVAILABLE

READING TRACK I MODULE LIST

Module No.	Module Title
1	Alphabet Mastery
2	Symbol Tracking
3	Primary Tracking
4	Sullivan Reading Readiness, Book A (pages 1 through 96)
5	Sullivan Reading Readiness Reader A
6	Sullivan Reading Readiness, Book B (pages 1 through 24)
7	Sullivan Reading Readiness, Book B (pages 25 through 48)
8	Sullivan Reading Readiness, Book B (pages 49 through 72)
9	Sullivan Reading Readiness, Book B (pages 73 through 96)
10	Sullivan Reading Readiness Reader B
11	Sullivan Reading Readiness, Book C (pages 1 through 24)
12	Sullivan Reading Readiness, Book C (pages 25 through 48)
13	Sullivan Reading Readiness, Book C (pages 49 through 72)
14	Sullivan Reading Readiness, Book C (pages 73 through 96)
15	Sullivan Reading Readiness Reader C
16	Sullivan Reading Readiness, Book D (pages 1 through 24)
17	Sullivan Reading Readiness, Book D (pages 25 through 48)
18	Sullivan Reading Readiness, Book D (pages 49 through 72)
19	Sullivan Reading Readiness, Book D (pages 73 through 96)
20	Sullivan Reading Readiness Readers D, D1, and D2

BEST COPY AVAILABLE

Objective: Identify and say the 26 letters of the alphabet.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Language Master Card Program for Alphabet Mastery Program
Teacher's Manual
Card player (Language Master), headphones, etc.

Study carefully the teacher's manual, particularly pages 1-2. Be sure the student understands the directions for using the Language Master and cards. Observe the student while he completes two or three cards and then let him work on his own until he is ready for the final test. Give assistance when needed and administer the final test when the student feels that he is ready.

Step 2: **Evaluate the student's performance.**

The student must be able to identify and say all 26 letters of the alphabet. If he does not make 100% on the test, have him go back through pertinent cards until he passes the test.

Step 3: **Assign the student to Module No. 2.**

BEST COPY AVAILABLE

Symbol Tracking Track I

Michigan Tracking Program Module 2

Objective: Make visual discriminations of letters, symbols, numbers, and words from the printed line while using correct reading progression (left-to-right).

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Symbol Tracking
Chem-Rite pen

Using the directions located on the inside of the front cover of the book, teach the student how to work through the exercises. Monitor his work through the exercises on page 1. Give any further directions needed. Then allow the student to begin work on his own. If the books are to be reused, the student should make the responses with the special Chem-Rite pen so that the answers will gradually disappear. From time to time the Reading Manager (RM) should spot-check the work of the student. Since disappearing ink prevents checking the work after long lapses of time, the RM must check from time to time rather than after the student has finished the entire program.

Step 2: **Evaluate the student's performance.**

Evaluation and remediation should be made when spot checking takes place.

Step 3: **Assign the student to Module No. 3.**

BEST COPY AVAILABLE

Objective: Make visual discriminations of words from the printed line while using correct reading progression (left-to-right).

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Primary Tracking
Chem-Rite pen

Using the directions located on the inside of the front cover of the book, teach the student how to work through the exercises. Monitor his work through the exercises on page 1. Give any further directions needed. Then allow the student to begin work on his own. If the books are to be reused, the student should make his responses with the special Chem-Rite pen so that the answers will gradually disappear. From time to time the Reading Manager (RM) should spot-check the work of the student. Since disappearing ink prevents checking the work after long lapses of time, the RM must check from time to time rather than after the student has finished the entire program.

Step 2: **Evaluate the student's performance.**

Evaluation and remediation should be made when spot checking takes place.

Step 3: **Assign the student to Module No. 4.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book A — Track 1

Pages 1 through 96 — Module 4

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and to associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book A (pages 1 through 96)
Accompanying casettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-96. Have him write all responses in the book. Give assistance when needed. Make sure that he responds to all questions. Since this is the student's first experience with programmed reading, the Reading Manager should monitor his work at short intervals to make sure that directions are clearly understood.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1-96, check to see that all responses have been made in the book. Have the student identify and say numbers 1 through 10 and the words covered in the book (see page 44 in *Sullivan Reading Instructional Objectives and Teacher's Guide*). Give remediation if needed.

Step 3: **Assign the student to Module No. 5.**

BEST COPY AVAILABLE

Sullivan Reading Readiness Reader A

Track I

Module 5

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness Reader A

Have the student read through the book on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the book.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the book.

Step 3: **Assign the student to Module No. 6.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book B — Track I

Pages 1 through 24 — Module 6

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book B (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 7.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book B Track I

Pages 25 through 48 Module 7

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book B (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 8.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book B — Track I

Pages 49 through 72 — Module 8

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Sullivan Reading Readiness, Book B (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 72.

Step 2: Evaluate the student's performance.

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 9.

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book B — Track I

Pages 73 through 96 — Module 9

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book B (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 10.**

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness Reader B

Have the student read through the book on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the book.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the book.

Step 3: **Assign the student to Module No. 11.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book C — Track 1

Pages 1 through 24 — Module 11

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book C (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 12.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book C — Track I

Pages 25 through 48 — Module 12

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book C (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 13.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book C — Track 1

Pages 49 through 72 — Module 13

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Sullivan Reading Readiness, Book C (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 72.

Step 2: Evaluate the student's performance.

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 14.

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book C Track 1

Pages 73 through 96 Module 14

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book C (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 15.**

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness Reader C

Have the student read through the book on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the book.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the book.

Step 3: **Assign the student to Module No. 16.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book D — Track I

Pages 1 through 24 — Module 16

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness. Book D (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 17.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book D — Track I

Pages 25 through 48 — Module 17

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book D (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 18.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book D — Track I

Pages 49 through 72 — Module 18

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book D (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 19.**

BEST COPY AVAILABLE

Sullivan Reading Readiness, Book D — Track 1

Pages 73 through 96 — Module 19

Objectives: The behavioral objectives for the *M. W. Sullivan Reading Readiness Series* are to prepare the student for any reading program based on linguistics or phonetics. Students learn to recognize printed letters and sounds they represent and associate sound symbols with words.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness, Book D (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses in the book. Give assistance when needed. Make sure that he has responded to all questions before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 20.**

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readiness Readers D, D1, and D2

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Track II, Module No. 1.**

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INTRODUCTION TO TRACK II

Reading Track II is designed for the student who has only the most basic of reading skills. He should be able to identify the letters of the alphabet and the sounds they represent, associate sound-symbols with words, follow left-to-right reading progression from the printed page, and use a basic sight vocabulary.

The 36 modules of this track include the first four books of the *Sullivan Reading Program*, correlated *Comprehension Readers*, and *M. W. Sullivan Stories*.

At the conclusion of this track, the student should be able to:

- Master the entire sound system of English, decoding one-syllable words.
- Read stories correlated with the vocabulary and sound progression of each unit of the Sullivan reading and comprehension books.
- Comprehend and understand the text and be able to answer questions covering details of the stories.
- Read for his own pleasure a continuous story.

Included in this section are the list of 36 modules covered in Track II and the procedures for guiding the student through the modules. The student should begin with Module 1 and proceed in numerical order through all 36 modules. The procedural guide for each module lists a 3-step method which the Reading Manager should follow in introducing and assigning the module to the student, evaluating his progress, giving assistance, and planning the next modular assignment.

The student will be placed in this track if:

- He has successfully completed all requirements for Track I.
- His raw score on the *Locator Test* ranges from 8 through 14.

Upon completion of this track, the student will be placed in Track III.

BEST COPY AVAILABLE

READING TRACK II MODULE LIST

Module No.	Module Title
1	Sullivan Reading, Book 1 (pages 1 through 24)
2	Sullivan's Comprehension Reader, Book 1, Unit 1
3	Sullivan Reading, Book 1 (pages 25 through 48)
4	Sullivan's Comprehension Reader, Book 1, Unit 2
5	Sullivan Reading, Book 1 (pages 49 through 72)
6	Sullivan's Comprehension Reader, Book 1, Unit 3
7	Sullivan Reading, Book 1 (pages 73 through 96)
8	Sullivan's Comprehension Reader, Book 1, Unit 4
9	Sullivan Reading Readers 1, 1A, and 1B
10	Sullivan Reading, Book 2 (pages 1 through 24)
11	Sullivan's Comprehension Reader, Book 2, Unit 1
12	Sullivan Reading, Book 2 (pages 25 through 48)
13	Sullivan's Comprehension Reader, Book 2, Unit 2
14	Sullivan Reading, Book 2 (pages 49 through 72)
15	Sullivan's Comprehension Reader, Book 2, Unit 3
16	Sullivan Reading, Book 2 (pages 73 through 96)
17	Sullivan's Comprehension Reader, Book 2, Unit 4
18	Sullivan Reading Readers 2, 2A, and 2B
19	Sullivan Reading, Book 3 (pages 1 through 24)
20	Sullivan's Comprehension Reader, Book 3, Unit 1
21	Sullivan Reading, Book 3 (pages 25 through 48)
22	Sullivan's Comprehension Reader, Book 3, Unit 2
23	Sullivan Reading, Book 3 (pages 49 through 72)
24	Sullivan's Comprehension Reader, Book 3, Unit 3
25	Sullivan Reading, Book 3 (pages 73 through 96)
26	Sullivan's Comprehension Reader, Book 3, Unit 4
27	Sullivan Reading Readers 3, 3A, and 3B
28	Sullivan Reading, Book 4 (pages 1 through 24)
29	Sullivan's Comprehension Reader, Book 4, Unit 1
30	Sullivan Reading, Book 4 (pages 25 through 48)
31	Sullivan's Comprehension Reader, Book 4, Unit 2
32	Sullivan Reading, Book 4 (pages 49 through 72)
33	Sullivan's Comprehension Reader, Book 4, Unit 3
34	Sullivan Reading, Book 4, (pages 73 through 96)
35	Sullivan's Comprehension Reader, Book 4, Unit 4
36	Sullivan Reading Readers 4, 4A, and 4B

BEST COPY AVAILABLE

Sullivan Reading, Book 1

Pages 1 through 24

Track II

Module 1

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 1 (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 2.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 1, Unit 1 Module 2

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 1, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 3.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 1

Pages 25 through 48

Track 11

Module 3

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 1 (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 4.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 1, Unit 2 Module 4

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader. Book 1. Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 5.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 1 Track II

Pages 49 through 72 Module 5

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 1 (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 6.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 1, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 7.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 1 Track II

Pages 73 through 96 Module 7

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 1 (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 8.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 1, Unit 4 Module 8

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 1, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 9.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 1, 1A, and 1B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 10.**

BEST COPY AVAILABLE

Sullivan Reading, Book 2

Pages 1 through 24

Track II

Module 10

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 2 (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 11.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 2, Unit 1 Module 11

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 2, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 12.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 2

Pages 25 through 48

Track II

Module 12

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 2 (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3. **Assign the student to Module No. 13.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 2, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 14.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 2 Track II

Pages 49 through 72 Module 14

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 2 (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 15.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 2, Unit 3 Module 15

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 2, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 16.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 2

Pages 73 through 96

Track II

Module 16

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 2 (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 17.**

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 2, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 18.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 2, 2A, and 2B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 19.**

BEST COPY AVAILABLE

Sullivan Reading, Book 3 **Track II**

Pages 1 through 24 **Module 19**

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 3 (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 20.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track 11

Book 3, Unit 1 Module 20

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 3, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 21.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

ERIC

BEST COPY AVAILABLE

Sullivan Reading, Book 3 Track II

Pages 25 through 48 Module 21

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 3 (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 22.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track 11

Book 3, Unit 2 Module 22

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 3, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 23.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

ERIC

BEST COPY AVAILABLE

Sullivan Reading, Book 3 Track II

Pages 49 through 72 Module 23

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 3 (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 24.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 3, Unit 3 Module 24

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 3, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 25.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 3

Pages 73 through 96

Track II

Module 25

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 3 (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 26.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 3, Unit 4 Module 26

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 3, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 27.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading Readers 3, 3A, and 3B

Track II

Module 27

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 3, 3A, and 3B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2. **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 28.**

BEST COPY AVAILABLE

Sullivan Reading, Book 4

Pages 1 through 24

Track II

Module 28

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 4 (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 29.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 4, Unit 1 Module 29

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 4, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 30.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 4 Track II

Pages 25 through 48 Module 30

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 4 (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 31.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 4, Unit 2 Module 31

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 4, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 32.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 4 Track II

Pages 49 through 72 Module 32

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 4 (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 33.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 4, Unit 3 Module 33

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series*.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 4, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 34.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading. Book 4 Track Ii

Pages 73 through 96 Module 34

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 4 (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 35.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track II

Book 4, Unit 4 Module 35

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 4, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 5.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Sullivan Reading Readers 4, 4A, and 4B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: Evaluate the student's performance.

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: Assign the student to Track III, Module No. 1.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INTRODUCTION TO TRACK III

Reading Track III is designed for those students who have a limited grasp of reading skills. They should know the alphabet, have a basic sight vocabulary, and be able to read stories correlated with the vocabulary. The 40 modules in this track are arranged to increase and develop these skills. *Mott Basic Language Skills Program Comprehension Series, Sullivan Reading Program* (including *Comprehension Readers and Stories), Radio Reading Series,* and *Plan Phonics in Action* make up this track.

Having completed this track, the student should be able to:

— Correct and score some of his own work while the Reading Manager monitors it.

— Understand and retain the material he reads.

— Put into immediate use his newly acquired phonic skills.

— Use new reading skills such as drawing inferences, finding main ideas, and recognizing supporting details.

Included in this section are the list of 40 modules of Track III and the procedures for guiding the student through the modules. The student should begin with Module 1 and proceed in numerical order through all 40 modules. The procedural guide for each module lists a 3-step method which the Reading Manager should follow in introducing and assigning the module to the student, evaluating his progress, giving assistance, and planning the next modular assignment.

The student will be placed in this track if:

— He has successfully completed all the requirements for Track II.

— His raw score on the *Locator Test* ranges from 15 through 30.

Upon completion of this track, the student will be placed in Track IV.

BEST COPY AVAILABLE

READING TRACK III MODULE LIST

Module No.	Module Title
1	Mott Basic Language Skills Program, Comprehension Series, Book 301
2	Sullivan Reading, Book 5 (pages 1 through 24)
3	Sullivan's Comprehension Reader, Book 5, Unit 1
4	Sullivan Reading, Book 5 (pages 25 through 48)
5	Sullivan's Comprehension Reader, Book 5, Unit 2
6	Sullivan Reading, Book 5 (pages 49 through 72)
7	Sullivan's Comprehension Reader, Book 5, Unit 3
8	Sullivan Reading, Book 5 (pages 73 through 96)
9	Sullivan's Comprehension Reader, Book 5, Unit 4
10	Sullivan Reading Readers 5, 5A, and 5B
11	Sullivan Reading, Book 6 (pages 1 through 24)
12	Sullivan's Comprehension Reader, Book 6, Unit 1
13	Sullivan Reading, Book 6 (pages 25 through 48)
14	Sullivan's Comprehension Reader, Book 6, Unit 2
15	Sullivan Reading, Book 6 (pages 49 through 72)
16	Sullivan's Comprehension Reader, Book 6, Unit 3
17	Sullivan Reading, Book 6 (pages 73 through 96)
18	Sullivan's Comprehension Reader, Book 6, Unit 4
19	Sullivan Reading Readers 6, 6A, and 6B
20	Sullivan Reading, Book 7 (pages 1 through 24)
21	Sullivan's Comprehension Reader, Book 7, Unit 1
22	Sullivan Reading, Book 7 (pages 25 through 48)
23	Sullivan's Comprehension Reader, Book 7, Unit 2
24	Sullivan Reading, Book 7 (pages 49 through 72)
25	Sullivan's Comprehension Reader, Book 7, Unit 3
26	Sullivan Reading, Book 7 (page 73 through 96)
27	Sullivan's Comprehension Reader, Book 7, Unit 4
28	Sullivan Reading Readers 7, 7A, and 7B
29	Sullivan Reading, Book 8 (pages 1 through 24)
30	Sullivan's Comprehension Reader, Book 8, Unit 1
31	Sullivan Reading, Book 8 (pages 25 through 48)
32	Sullivan's Comprehension Reader, Book 8, Unit 2
33	Sullivan Reading, Book 8 (pages 49 through 72)
34	Sullivan's Comprehension Reader, Book 8, Unit 3
35	Sullivan Reading, Book 8 (pages 73 through 96)
36	Sullivan's Comprehension Reader, Book 8, Unit 4
37	Sullivan Reading Readers 8, 8A, and 8B
38	Mott Basic Language Skills Program, Comprehension Series, Book 302
39	Radio Reading Series 1 (ARL1), Part I, Essays 1-10
40	Plan Phonics in Action, Volume I

BEST COPY AVAILABLE

Objective: To develop the student's understanding and retention of reading material.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

The Mott Basic Language Skills Program
Comprehension Series, Book 301

Follow the instructions in the front of the book in teaching the student how to read and work through the book. The student makes all responses on a separate sheet of paper.

Step 2: **Evaluate the student's performance.**

There are no tests to pass or fail. The programmed portion is structured to provide immediate self-correction. Self-evaluation is built into the program.

Step 3: **Assign the student to Module No. 2.**

When the student has read all pages, responded to all questions, and made necessary corrections, assign him to the next module

BEST COPY AVAILABLE

Sullivan Reading, Book 5 Track III

Pages 1 through 24 Module 2

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 5 (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 3.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 5, Unit 1 Module 3

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 5, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 4.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading. Book 5 Track III

Pages 25 through 48 Module 4

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 5 (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Mod No. 5.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 5, Unit 2 Module 5

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader. Book 5, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 6.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 5 | Track III

Pages 49 through 72 | Module 6

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 5 (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 7.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 5, Unit 3 Module 7

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 5, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 8.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading. Book 5 Track III

Pages 73 through 96 Module 8

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 5 (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 9.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 5, Unit 4 Module 9

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 5, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 10.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading Readers 5, 5A, and 5B

Track III

Module 10

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 5, 5A, and 5B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 11.**

BEST COPY AVAILABLE

Sullivan Reading, Book 6 Track III

Pages 1 through 24 Module 11

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 6 (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 12.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 6, Unit 1 Module 12

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 6, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 13.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading. Book 6 Track III

Pages 25 through 48 Module 13

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 6 (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 14.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 6, Unit 2 Module 14

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series*.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 6, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 15.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 6 Track III

Pages 49 through 72 Module 15

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 6 (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 16.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 6, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 17.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 6 Track III

Pages 73 through 96 Module 17

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 6 (pages 73 through 96)
Accompanying casseties
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 18.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W Sullivan's Comprehension Reader, Book 6, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 19.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading Readers 6, 6A, and 6B

Track III

Module 19

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 6, 6A, and 6B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 20.**

BEST COPY AVAILABLE

Sullivan Reading, Book 7

Pages 1 through 24

Track III

Module 20

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 7 (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 21.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 7, Unit 1 Module 21

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 7, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 22.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 7 Track III

Pages 25 through 48 Module 22

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 7 (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 23.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 7, Unit 2 Module 23

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 7, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 24.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 7 Track III

Pages 49 through 72 Module 24

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 7 (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 25.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 7, Unit 3 Module 25

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 7, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 26.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 7 Track III

Pages 73 through 96 Module 26

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 7 (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 27.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 7, Unit 4 Module 27

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series*.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 7, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 28.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 7, 7A, and 7B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 29.**

BEST COPY AVAILABLE

Sullivan Reading, Book 8 Track III

Pages 1 through 24 Module 29

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 8 (pages 1 through 24)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 30.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 8, Unit 1 Module 30

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 8, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 31.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading, Book 8 Track III

BEST COPY AVAILABLE

Pages 25 through 48 Module 31

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 8 (pages 25 through 48)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 32.**

BEST COPY AVAILABLE

M W Sullivan's Comprehension Reader Track III

Book 8, Unit 2 Module 32

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 8, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 33.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 8 Track III

Pages 49 through 72 Module 33

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 8 (pages 49 through 72)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 34.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 8, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 35.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 8 Track III

Pages 73 through 96 Module 35

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 8 (pages 73 through 96)
Accompanying cassettes
Cassette player and headphones
Sullivan Reading Instructional Objectives and Teacher's Guide

Using accompanying cassettes, have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 36.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track III

Book 8, Unit 4 Module 36

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 8, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 37.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading Readers 8, 8A, and 8B

Track III

Module 37

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 8, 8A, and 8B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 38.**

BEST COPY AVAILABLE

Objective: To develop the student's understanding and retention of reading material.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

The Mott Basic Language Skills Program
Comprehension Series, Book 302

Follow the instructions in the front of the book in teaching the student how to read and work through the book. The student makes all responses on a separate sheet of paper.

Step 2: **Evaluate the student's performance.**

There are no tests to pass or fail. The programmed portion is structured to provide immediate self-correction. Self-evaluation is built into the program.

Step 3: **Assign the student to Module No. 39.**

When the student has read all pages, responded to all questions, and made necessary corrections, assign him to the next module.

BEST COPY AVAILABLE

Radio Reading Series 1 (ARL 1). Part 1 Track III

Essays 1-10 Module 39

Objective: The program is designed to place special emphasis on: rate of comprehension, vocabulary study, word attack skills, comprehension techniques, interpreting figurative language, finding the main idea, recognizing supporting details, drawing inferences, and oral and written expression (discussion).

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Radio Reading Series 1 Student Booklet (pages 1 through 10)
Essays 1 through 10
Accompanying cassettes
Cassette player and headphones
Teccher's Edition, Radio Reading Series 1

Using accompanying cassettes, have the student work through each essay. Upon completion of each essay, have the student work the comprehension exercise (back page of each essay) and write answers in the Student Booklet. Follow directions in the Teacher's Manual and give the student assistance when needed.

Step 2: **Evaluate the student's performance.**

Upon completion of each essay in the Student Booklet, have the student grade and correct his own test (answers are on cassette). Check his work closely to make sure that he is following directions and completing all of the required tasks.

Step 3: **Assign the student to Module No. 40.**

When the student has completed the ten essays to your satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: Develop and/or improve reading skills through use of sight words, phonics, vocabulary, and developmental reading while using aural-oral-sight instructional media.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THE MODULE

Step 1: **Introduce and assign this module to the student.**

Plan Phonics in Action. Volume I
Accompanying Tapes Ph-1 through Ph-12
Cassette player and headphones
Teacher's Manual

Read pages 9-11 of the *Teacher's Manual*. The accompanying tapes give the student instructions for working through the workbooks. The Reading Manager's initial task, then, is to teach the student to use the cassettes and cassette player. Give assistance when needed, but the student should do as much as possible on his own.

Administer Progress Tests at the end of Tapes Ph-4, 6, 8, 10, and 12. Directions for taking the tests are on the cassettes. Grade the test and require that the student make 80% or better on each test. If he does not score 80% or better, have him go back through that exercise until he passes; then allow him to proceed to the next exercise.

Step 2: **Evaluate the student's performance.**

Continuous evaluation is carried out through the use of Progress Tests (see Step 1).

For overall evaluation, administer as a pretest *Plan Diagnostic Reading Test (Form D)*, which is on pages 4-20 of Volume I and also recorded on Tapes Ph-1 and 2. The posttest, *Plan Prognostic Reading Test (Form P)*, which is on pages 294-310 of Volume II and also recorded on Tapes Ph-23 and 24, will not be administered until Module 2 of Track IV completed.

Step 3: **Assign the student to Track IV, Module No. 1.**

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INTRODUCTION TO TRACK IV

Reading Track IV is actually a continuation of Track III. The skills that were introduced and developed in Track III are enlarged upon and further developed in Track IV. In fact, students can only enter Track IV after successfully completing all the modules in Track III. Basically, the materials in Track IV are the same as those in Track III with the exception of *Learning How to Use the Dictionary*.

Having completed this track, the student should be able to:

- Use the basic skills necessary for finding and defining words in the dictionary.
- Increase skills of understanding and retaining materials which are read.
- Utilize phonic skills in decoding and encoding words.
- Improve reading skills such as drawing inferences, finding main ideas, and recognizing supporting details.
- Use self-correcting techniques in improving his reading skills.

Included in this section are the list of 41 modules of Track IV and the procedures for guiding the student through the modules. The student should begin with Module 1 and proceed in numerical order through all 41 modules. The procedural guide for each module lists a 3-step method which the Reading Manager should follow in introducing and assigning the module to the student, evaluating his progress, giving assistance, and planning the next modular assignment.

The student will be placed in this track only after:

- He has successfully completed the required work for Track III.

Upon completion of this track, the student will be placed in Track V.

BEST COPY AVAILABLE

READING TRACK IV MODULE LIST

Module No.	Module Title
1	Mott Basic Language Skills Program, Comprehension Series, Book 303
2	Plan Phonics in Action, Volume II
3	Learning How to Use the Dictionary, Sections I and II
4	Sullivan Reading, Book 9 (pages 1 through 24)
5	Sullivan's Comprehension Reader, Book 9, Unit 1
6	Sullivan Reading, Book 9 (pages 25 through 48)
7	Sullivan's Comprehension Reader, Book 9, Unit 2
8	Sullivan Reading, Book 9 (pages 49 through 72)
9	Sullivan's Comprehension Reader, Book 9, Unit 3
10	Sullivan Reading, Book 9 (pages 73 through 96)
11	Sullivan's Comprehension Reader, Book 9 Unit 4
12	Sullivan Reading Readers 9, 9A, and 9B
13	Sullivan Reading, Book 10 (pages 1 through 24)
14	Sullivan's Comprehension Reader, Book 10, Unit 1
15	Sullivan Reading, Book 10 (pages 25 through 48)
16	Sullivan's Comprehension Reader, Book 10, Unit 2
17	Sullivan Reading, Book 10 (pages 49 through 72)
18	Sullivan's Comprehension Reader, Book 10, Unit 3
19	Sullivan Reading, Book 10 (pages 73 through 96)
20	Sullivan's Comprehension Reader, Book 10, Unit 4
21	Sullivan Reading Readers 10, 10A, and 10B
22	Sullivan Reading, Book 11 (pages 1 through 24)
23	Sullivan's Comprehension Reader, Book 11, Unit 1
24	Sullivan Reading, Book 11 (pages 25 through 48)
25	Sullivan's Comprehension Reader, Book 11, Unit 2
26	Sullivan Reading, Book 11 (pages 49 through 72)
27	Sullivan's Comprehension Reader, Book 11, Unit 3
28	Sullivan Reading, Book 11 (pages 73 through 96)
29	Sullivan's Comprehension Reader, Book 11, Unit 4
30	Sullivan Reading Readers 11, 11A, and 11B
31	Sullivan Reading, Book 12 (pages 1 through 24)
32	Sullivan's Comprehension Reader, Book 12, Unit 1
33	Sullivan Reading, Book 12 (pages 25 through 48)
34	Sullivan's Comprehension Reader, Book 12, Unit 2
35	Sullivan Reading, Book 12 (pages 49 through 72)
36	Sullivan's Comprehension Reader, Book 12, Unit 3
37	Sullivan Reading, Book 12 (pages 73 through 96)
38	Sullivan's Comprehension Reader, Book 12, Unit 4
39	Sullivan Reading Readers 12, 12A, and 12B
40	Mott Basic Language Skills Program, Comprehension Series, Book 304
41	Radio Reading Series 1 (ARL1), Part II, Essays 11-20

BEST COPY AVAILABLE

Objective: To develop the student's understanding and retention of reading material.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

The Mott Basic Language Skills Program
Comprehension Series, Book 303

Follow the instructions in the front of the book in teaching the student how to read and work through the book. The student makes all responses on a separate sheet of paper.

Step 2: Evaluate the student's performance.

There are no tests to pass or fail. The programmed portion is structured to provide immediate self-correction. Self-evaluation is built into the program.

Step 3: Assign the student to Module No. 2.

When the student has read all pages, responded to all questions, and made necessary corrections, assign him to the next module.

BEST COPY AVAILABLE

Plan Phonics in Action Track IV

Volume II Module 2

Objective: Develop and/or improve reading skills through use of sight words, phonics, vocabulary, and developmental reading while using aural-oral-sight instructional media.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Plan Phonics in Action, Volume II
Accompanying Tapes Ph-13 through Ph-24
Cassette player and headphones
Teacher's Manual

Since the student has already worked through Volume I, he should be familiar with the directions.

Administer Progress Tests at the end of Tapes Ph-14, 16, 18, 20, and 22. (Directions for taking the tests are on the tapes.) Grade the test and require that the student make 80% or better on each test. If he does not score 80% or better, have him go back through that exercise until he passes; then allow him to proceed to the next exercise.

Step 2: **Evaluate the student's performance.**

Continuous evaluation is carried out through the use of Progress Tests (see Step 1).

For overall evaluation, administer as a posttest *Plan Prognostic Reading Test (Form P)* which is on pages 294-310 of Volume II and also recorded on Tapes Ph-23 and 24. Determine the resultant change in each student's reading skill by subtracting the raw score on the pretest (see Track III, Module 40) from the raw score on the posttest.

Step 3: **Assign the student to Module No. 3.**

BEST COPY AVAILABLE

Objective: To equip the student with the basic skills for proper use of the dictionary.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Learning How to Use the Dictionary
Test Booklet for Learning How to Use the Dictionary
Teacher's Manual
Webster's New World Dictionary, Elementary Edition

The Reading Manager (RM) should read carefully pages 1-5 of the *Teacher's Manual*. Have the student study pages i-ii of *Learning How to Use the Dictionary* before he begins work. Since the lesson is programmed for self-instruction, it will require a minimum of the RM's help. Give assistance when needed, but allow the student to work on his own as much as possible.

Step 2: **Evaluate the student's performance.**

Evaluation is a continuous process since the student is able to check his responses to each frame with the answers provided.

After the student works through Section I, administer Progress Test, Section I, Form A (pages 1-7 of Test Booklet). If the student does not score 80% or better on the test, have him review Section I and then take Progress Test, Section I, Form B (pages 8-14 of Test Booklet) and again require a score of 80%. Have him study through the material until he can pass the test. Repeat the same process for Section II, using Progress Tests, Section II, Forms A and B.

Step 3: **Assign the student to Module No. 4.**

When the student has passed the Progress Tests for Sections I and II, assign him to Module No. 4.

BEST COPY AVAILABLE

Sullivan Reading, Book 9

Pages 1 through 24

Track IV

Module 4

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 9 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 5.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 9, Unit 1 Module 5

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 9, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 6.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 9 Track IV

Pages 25 through 48 Module 6

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 9 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 7.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 9, Unit 2 Module 7

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series*.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 9, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 8.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading. Book 9 Track IV

Pages 49 through 72 Module 8

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 9 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 9.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 9, Unit 3 Module 9

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series*.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 9, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 10.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 9 Track IV

Pages 73 through 96 Module 10

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 9 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 11.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 9, Unit 4 Module 11

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 9, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 12.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 9, 9A, and 9B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 13.**

BEST COPY AVAILABLE

Sullivan Reading, Book 10

Pages 1 through 24

Track IV

Module 13

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 10 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 14.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 10, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 15.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 10 Track IV

Pages 25 through 48 Module 15

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 10 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 16.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 10, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 17.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 10

Pages 49 through 72

Track IV

Module 17

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1. **Introduce and assign this module to the student.**

Reading, Book Number 10 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 18.**

M W. Sullivan's Comprehension Reader Track IV

Book 10, Unit 3 Module 18

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M W. Sullivan's Comprehension Reader, Book 10, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 19.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading. Book 10 Track IV

Pages 73 through 96 Module 19

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 10 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled Out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 20.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 10, Unit 4 Module 20

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 10, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 21.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign 4im to the next module.

BEST COPY AVAILABLE

Sullivan Reading Readers 10, 10A, and 10B

Track IV

Module 21

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 10, 10A, and 10B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 22.**

BEST COPY AVAILABLE

Sullivan Reading, Book 11 Track IV

Pages 1 through 24 Module 22

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 11 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 23.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader — Track IV

Book 11, Unit 1 — Module 23

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader. Book 11, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 24.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 11

Pages 25 through 48

Track IV

Module 24

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 11 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 25.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 11, Unit 2 Module 25

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 11, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 26.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 11

Pages 49 through 72

Track IV

Module 26

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 11 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 27.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 11, Unit 3 Module 27

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 11, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 28.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 11

Pages 73 through 96

Track IV

Module 28

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 11 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 29.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 11, Unit 4 Module 29

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 11, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 30.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading Readers 11, 11A, and 11B

Track IV

Module 30

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 11, 11A, and 11B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 31.**

BEST COPY

Sullivan Reading, Book 12 — Track IV

Pages 1 through 24 — Module 31

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 12 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 32.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 12, Unit 1 Module 32

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 12, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 33.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 12 Track IV

Pages 25 through 48 Module 33

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 12 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 34.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 12, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 35.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading, Book 12 — Track IV

Pages 49 through 72 — Module 35

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 12 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 36.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 12, Unit 3 Module 36

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 12, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 37.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 12 Track IV

Pages 73 through 96 Module 37

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 12 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 38.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track IV

Book 12, Unit 4 Module 38

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 12, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 39.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading Readers 12, 12A, and 12B

Track IV

Module 39

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 12, 12A, and 12B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 40.**

BEST COPY AVAILABLE

Objective: To develop the student's understanding and retention of reading material.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

The Mott Basic Language Skills Program
Comprehension Series, Book 304

Follow the instructions in the front of the book in teaching the student how to read and work through the book. The student makes all responses on a separate sheet of paper.

Step 2: **Evaluate the student's performance.**

There are no tests to pass or fail. The programmed portion is structured to provide immediate self-correction. Self-evaluation is built into the program.

Step 3: Assign the student to Module No. 41.

When the student has read all pages, responded to all questions, and made necessary corrections, assign him to the next module.

BEST COPY AVAILABLE

Radio Reading Series 1 (AR! 1), Part II — Track IV

Essays 11-20 — Module 41

Objective: The program is designed to place special emphasis on: rate of comprehension, vocabulary study, word attack skills, comprehension techniques, interpreting figurative language, finding the main idea, recognizing supporting details, drawing inferences, and oral and written expression (discussion).

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Radio Reading Series 1 Student Booklet (pages 11 through 20)
Essays 11 through 20
Accompanying cassettes
Cassette player and headphones
Teacher's Edition, Radio Reading Series 1

Using accompanying cassettes, have the student work through each essay. Upon completion of each essay, have the student work the comprehension exercise (back page of each essay) and write answers in the Student Booklet. Follow directions in the Teacher's Manual and give the student assistance when needed.

Step 2: **Evaluate the student's performance.**

Upon completion of each essay in the Student Booklet, have the student grade and correct his own test (answers are on cassette). Check his work closely to make sure that he is following directions and completing all of the required tasks.

Step 3: **Assign the student to Track V, Module No. 1.**

When the student has completed the ten essays to your satisfaction, assign him to the next module.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INTRODUCTION TO TRACK V

Reading Track V is designed for those students who already have a fair grasp of basic reading skills but need further practice in phonics, vocabulary building, and reading reasoning power. In addition to the *Sullivan Reading Program*, also included in this track are *Wordcraft/1*, *Mott Basic Language Skills Program*, *Radio Reading Series*, and *Programmed Phonics*.

Having completed this track, the student should be able to:

- Recognize auditory sounds in a series of discriminations involving detached syllables.
- Write detached syllables and whole words from dictation.
- Approximate his level of vocabulary understanding to his reading vocabulary.
- Expand his use of reading skills for interpreting figurative language, finding the main idea, recognizing supporting details, and drawing inferences.
- Discuss the reading selections both orally and in writing.

Included in this section are the list of 48 modules of Track V and the procedures for guiding the student through the modules. The student should begin with Module 1 and proceed in numerical order through all 48 modules. The procedural guide for each module lists a 3-step method which the Reading Manager should follow in introducing and assigning the module to the student, evaluating his progress, giving assistance, and planning the next modular assignment.

The student will be placed in this track if:

- He has successfully completed all the requirements for Track IV.
- His *Locator Test* score ranges from 31 through 40.

Upon completion of the requirements of this track, the student will be placed in Track VI.

BEST COPY AVAILABLE

READING TRACK V MODULE LIST

Module No.	Module Title
1	Wordcraft/1, Lessons 1-5, Recording A
2	Wordcraft/1, Lessons 6-10, Recording A
3	Mott Basic Language Skills Program, Comprehension Series, Book 601
4	Radio Reading Series 1 (ARL1), Part III, Essays 21-30
5	Sullivan Reading, Book 13 (pages 1 through 24)
6	Sullivan's Comprehension Reader, Book 13, Unit 1
7	Sullivan Reading, Book 13 (pages 25 through 48)
8	Sullivan's Comprehension Reader, Book 13, Unit 2
9	Sullivan Reading, Book 13 (pages 49 through 72)
10	Sullivan's Comprehension Reader, Book 13, Unit 3
11	Sullivan Reading, Book 13 (pages 73 through 96)
12	Sullivan's Comprehension Reader, Book 13, Unit 4
13	Sullivan Reading Readers 13, 13A, and 13B
14	Wordcraft/1, Lessons 11-15, Recording B
15	Wordcraft/1, Lessons 16-20, Recording B
16	Sullivan Reading, Book 14 (pages 1 through 24)
17	Sullivan's Comprehension Reader, Book 14, Unit 1
18	Sullivan Reading, Book 14 (pages 25 through 48)
19	Sullivan's Comprehension Reader, Book 14, Unit 2
20	Sullivan Reading, Book 14 (pages 49 through 72)
21	Sullivan's Comprehension Reader, Book 14, Unit 3
22	Sullivan Reading, Book 14 (pages 73 through 96)
23	Sullivan's Comprehension Reader, Book 14, Unit 4
24	Sullivan Reading Readers 14, 14A, and 14B
25	Mott Basic Language Skills Program, Comprehension Series, Book 602
26	Sullivan Reading, Book 15 (pages 1 through 24)
27	Sullivan Comprehension Reader, Book 15, Unit 1
28	Sullivan Reading, Book 15 (pages 25 through 48)
29	Sullivan Comprehension Reader, Book 15, Unit 2
30	Sullivan Reading, Book 15 (pages 49 through 72)
31	Sullivan Comprehension Reader, Book 15, Unit 3
32	Sullivan Reading, Book 15 (pages 73 through 96)
33	Sullivan Comprehension Reader, Book 15, Unit 4
34	Sullivan Reading Readers 15, 15A, and 15B
35	Wordcraft/1, Lessons 21-25, Recording C
36	Wordcraft/1, Lessons 26-30, Recording C
37	Sullivan Reading, Book 16 (pages 1 through 24)
38	Sullivan's Comprehension Reader, Book 16, Unit 1
39	Sullivan Reading, Book 16 (pages 25 through 48)
40	Sullivan's Comprehension Reader, Book 16, Unit 2
41	Sullivan Reading, Book 16 (pages 49 through 72)
42	Sullivan's Comprehension Reader, Book 16, Unit 3
43	Sullivan Reading, Book 16, (pages 73 through 96)
44	Sullivan's Comprehension Reader, Book 16, Unit 4
45	Programmed Phonics, Book 1 (pages 1-28)
46	Programmed Phonics, Book 1 (pages 29-43)
47	Programmed Phonics, Book 1 (pages 44-77)
48	Radio Reading Series 2 (ARL2), Part I, Essays 31-40

BEST COPY AVAILABLE

Wordcraft/1 (Lessons 1-5) Track V

Recording A Module 1

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/1 Manual (Lessons 1-5)
Recording A
Cassette player and headphones

Have the student play Lesson 1 on Recording A and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 2, 3, 4, and 5.

Step 2: **Evaluate the student's performance.**

After completing Lesson 1 on Recording A, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/1 Manual*. Repeat the same procedure for Lessons 2, 3, 4, and 5.

After completing Lessons 1-5 on Recording A, have the student take the Review Test on pages 76 through 77 in *Wordcraft/1 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/1 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 2.**

BEST COPY AVAILABLE

Wordcraft/1 (Lessons 6-10) Track V

Recording A Module 2

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/1 Manual (Lessons 6-10)
Recording A
Cassette player and headphones

Have the student play Lesson 6 on Recording A and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 7, 8, 9, and 10.

Step 2: **Evaluate the student's performance.**

After completing Lesson 6 on Recording A, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/1 Manual*. Repeat the same procedure for Lessons 7, 8, 9, and 10.

After completing Lessons 6-10 on Recording A, have the student take the Review Test on pages 78 through 79 in *Wordcraft/1 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/1 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 3.**

Objective: To develop the student's understanding and retention of reading material.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

The Mott Basic Language Skills Program
Comprehension Series, Book 601

Follow the instructions in the front of the book in teaching the student how to read and work through the book. The student makes all responses on a separate sheet of paper.

Step 2: **Evaluate the student's performance.**

There are no tests to pass or fail. The programmed portion is structured to provide immediate self-correction. Self-evaluation is built into the program.

Step 3: **Assign the student to Module No. 4.**

When the student has read all pages, responded to all questions, and made necessary corrections, assign him to the next module.

BEST COPY AVAILABLE

Radio Reading Series 1 (ARL 1). Part III

Track V

Essays 21-30

Module 4

Objective: The program is designed to place special emphasis on: rate of comprehension, vocabulary study, word attack skills, comprehension techniques, interpreting figurative language, finding the main idea, recognizing supporting details, drawing inferences, and oral and written expression (discussion).

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Radio Reading Series 1 Student Booklet (pages 21 through 30)
Essays 21 through 30
Accompanying cassettes
Cassette player and headphones
Teacher's Edition, Radio Reading Series 1

Using accompanying cassettes, have the student work through each essay. Upon completion of each essay, have the student work the comprehension exercise (back page of each essay) and write answers in the Student Booklet. Follow directions in the Teacher's Manual and give the student assistance when needed.

Step 2: Evaluate the student's performance.

Upon completion of each essay in the Student Booklet, have the student grade and correct his own test (answers are on cassette). Check his work closely to make sure that he is following directions and completing all of the required tasks.

Step 3: Assign the student to Module No. 5.

When the student has completed the ten essays to your satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 13 Track V

Pages 1 through 24 Module 5

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 13 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 6.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 13, Unit 1 Module 6

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 13, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 7.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 13 Track V

Pages 25 through 48 Module 7

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 13 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 8.**

BEST COPY AVAILABLE.

M. W. Sullivan's Comprehension Reader Track V

Book 13, Unit 2 Module 8

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 13, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 9.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

ERIC

BEST COPY AVAILABLE

Sullivan Reading, Book 13 Track V

Pages 49 through 72 Module 9

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 13 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 10.**

BEST COPY Available

M. W. Sullivan's Comprehension Reader Track V

Book 13, Unit 3 Module 10

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 13, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 11.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 13 Track V

Pages 73 through 96 Module 11

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 13 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 12.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader

Book 13, Unit 4

Track V

Module 12

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 13, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 13.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 13, 13A, and 13B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 14.**

BEST COPY AVAILABLE

Wordcraft/1 (Lessons 11-15)

Recording B

Track V

Module 14

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1 **Introduce and assign this module to the student.**

Wordcraft/1 Manual (Lessons 11-15)
Recording B
Cassette player and headphones

Have the student play Lesson 11 on Recording B and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 12, 13, 14, and 15.

Step 2: **Evaluate the student's performance.**

After completing Lesson 11 on Recording B, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/1 Manual*. Repeat the same procedure for Lessons 12, 13, 14, and 15.

After completing Lessons 11-15 on Recording B, have the student take the Review Test on pages 80 through 81 in *Wordcraft/1 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/1 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 15.**

BEST COPY AVAILABLE

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/1 Manual (Lessons 16-20)
Recording B
Cassette player and headphones

Have the student play Lesson 16 on Recording B and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 17, 18, 19, and 20.

Step 2: **Evaluate the student's performance.**

After completing Lesson 16 on Recording B, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/1 Manual*. Repeat the same procedure for Lessons 17, 18, 19, and 20.

After completing Lessons 16-20 on Recording B, have the student take the Review Test on pages 82 through 83 in *Wordcraft/1 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/1 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 16.**

BEST COPY AVAILABLE

Sullivan Reading, Book 14

Pages 1 through 24

Track V

Module 16

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 14 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 17.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 14, Unit 1 Module 17

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series*.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 14, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 18.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 14

Pages 25 through 48

Track V

Module 18

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 14 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 19.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 14, Unit 2 Module 19

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 14, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 20.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 14

Pages 49 through 72

Track V

Module 20

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Reading, Book Number 14 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: Evaluate the student's performance.

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 21.

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 14, Unit 3 Module 21

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 14, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 22.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 14 Track V

Pages 73 through 96 Module 22

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Reading, Book Number 14 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: Evaluate the student's performance.

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 23.

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 14, Unit 4 Module 23

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 14, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 24.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Sullivan Reading Readers 14, 14A, and 14B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: Evaluate the student's performance.

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: Assign the student to Module No. 25.

BEST COPY AVAILABLE

Objective: To develcp the student's understanding and retention of reading material.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

The Mott Basic Language Skills Program
Comprehension Series, Book 602

Follow the instructions in the front of the book in teaching the student how to read and work through the book. The student makes all responses on a separate sheet of paper.

Step 2: **Evaluate the student's performance.**

There are no tests to pass or fail. The programmed portion is structured to provide immediate self-correction. Self-evaluation is built into the program.

Step 3: **Assign the student to Module No. 26.**

When the student has read all pages, responded to all questions, and made necessary corrections, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 15

Pages 1 through 24

Track V

Module 26

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 15 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 27.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 15, Unit 1 Module 27

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 15, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 28.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 15

Pages 25 through 48

Track V

Module 28

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Reading, Book Number 15 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: Evaluate the student's performance.

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 29.

ERIC

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 15, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 30.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 15

Pages 49 through 72

Track V

Module 30

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Reading, Book Number 15 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: Evaluate the student's performance.

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 31.

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 15, Unit 3 Module 31

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 15, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 32.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading. Book 15

Pages 73 through 96

Track V

Module 32

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 15 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 33.**

M. W. Sullivan's Comprehension Reader Track V

Book 15, Unit 3 Module 31

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 15, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 32.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 15

Pages 73 through 96

Track V

Module 32

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 15 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 33.**

M. W. Sullivan's Comprehension Reader

BEST COPY AVAILABLE

Track V

Book 15, Unit 4

Module 33

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 15, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 34.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The main purpose of these readers is to provide the beginning reading student with necessary review, reinforcement, and enrichment.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Sullivan Reading Readers 15, 15A, and 15B

Have the student read through the books on his own. Check his progress and give assistance when needed. Explain to him that you will spot-check his oral reading of randomly selected pages upon completion of the books.

Step 2: **Evaluate the student's performance.**

As a spot check, have the student read to your satisfaction certain randomly selected pages of the books.

Step 3: **Assign the student to Module No. 35.**

BEST COPY AVAILABLE

Wordcraft/1 (Lessons 21-25) Track V

Recording C Module 35

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/1 Manual (Lessons 21-25)
Recording C
Cassette player and headphones

Have the student play Lesson 21 on Recording C and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 22, 23, 24, and 25.

Step 2: **Evaluate the student's performance.**

After completing Lesson 21 on Recording C, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/1 Manual*. Repeat the same procedure for Lessons 22, 23, 24, and 25.

After completing Lessons 21-25 on Recording C, have the student take the Review Test on pages 84 through 85 in *Wordcraft/1 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/1 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 36.**

BEST COPY AVAILABLE

Wordcraft/1 (Lessons 26-30) Track V

Recording C Module 36

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/1 Manual (Lessons 26-30)
Recording C
Cassette player and headphones

Have the student play Lesson 26 on Recording C and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 27, 28, 29, and 30.

Step 2: **Evaluate the student's performance.**

After completing Lesson 26 on Recording C, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/1 Manual*. Repeat the same procedure for Lessons 27, 28, 29, and 30.

After completing Lessons 26-30 on Recording C, have the student take the Review Test on pages 86 through 87 in *Wordcraft/1 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/1 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 37.**

BEST COPY AVAILABLE

Sullivan Reading, Book 16 Track V

Pages 1 through 24 Module 37

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 16 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 38.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 16, Unit 1 Module 38

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 16, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 39.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 16 Track V

Pages 25 through 48 Module 39

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 16 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 40.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader

Book 16, Unit 2

Track V

Module 40

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 16, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 41.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 16 Track V

Pages 49 through 72 Module 41

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 16 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 42.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 16, Unit 3 Module 42

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 16, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 43.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading, Book 16

Pages 73 through 96

BEST COPY AVAILABLE

Track V

Module 43

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Reading, Book Number 16 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: Evaluate the student's performance.

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 44.

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track V

Book 16, Unit 4 Module 44

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 16, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 45.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

ERIC

BEST COPY AVAILABLE

Programmed Phonics

Book 1, pages 1-28

Track V

Module 45

Objective: The program has three basic objectives: (1) to train the students to attribute the proper sound to each letter in a word or syllable, (2) to train the student to perceive aurally and visually and to respond vocally to each letter in a syllable and each syllable in sequential order, and (3) to train the student to read whole words accurately and quickly.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Programmed Phonics, Book 1, pages 1-28 (Lessons 1 through 4)
Accompanying cassettes
Cassette player and headphones
Teacher's Manual

The student should have read page A (How to Use This Program) and page B (Instructions to the Student) in Book 1 before beginning work. The Reading Manager (RM) should be very familiar with the instructions on pages 1-7 of the Teacher's Manual. Further directions are given on the cassette. Omit the Prerequisite Test unless the RM wants to give it both pre and post for measurement purposes.

Explain to the student that he will take the Progress Check on pages 26 through 28 and that the Progress Check will be graded by the RM.

Step 2: **Evaluate the student's performance.**

Administer the Progress Check, pages 26 through 28. Grade the test (see answer key in Teacher's Manual, page 14). If the student scores less than 80% on the test, he should go back through the lessons until he can pass. Review him before he takes the second test.

Step 3: **Assign the student to Module No. 46.**

When the student has completed all required work and passed the Progress Check, assign him to the next module.

BEST COPY AVAILABLE

Programmed Phonics

Book 1, pages 29-43

Track V

Module 46

Objective: The program has three basic objectives: (1) to train the students to attribute the proper sound to each letter in a word or syllable, (2) to train the student to perceive aurally and visually and to respond vocally to each letter in a syllable and each syllable in sequential order, and (3) to train the student to read whole words accurately and quickly.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Programmed Phonics. Book 1, pages 29-43 (Lessons 5 through 7)
Accompanying cassettes
Cassette player and headphones
Teacher's Manual

The student should have read page A (How to Use This Program) and page B (Instructions to the Student) in Book 1 before beginning work. The Reading Manager (RM) should be very familiar with the instructions on pages 1-7 of the Teacher's Manual. Further directions are given on the cassette. Omit the Prerequisite Test unless the RM wants to give it both pre and post for measurement purposes.

Explain to the student that he will take the Progress Check on pages 42 through 43 and that the Progress Check will be graded by the RM.

Step 2: **Evaluate the student's performance.**

Administer the Progress Check, pages 42 through 43. Grade the test (see answer key in Teacher's Manual, page 17). If the student scores less than 80% on the test, he should go back through the lessons until he can pass. Review him before he takes the second test.

Step 3: **Assign the student to Module No. 47.**

When the student has completed all required work and passed the Progress Check, assign him to the next module.

BEST COPY AVAILABLE

Programmed Phonics

Book 1, pages 44-77

Track V

Module 47

Objective: The program has three basic objectives: (1) to train the students to attribute the proper sound to each letter in a word or syllable, (2) to train the student to perceive aurally and visually and to respond vocally to each letter in a syllable and each syllable in sequential order, and (3) to train the student to read whole words accurately and quickly.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Programmed Phonics, Book 1, pages 44-77 (Lessons 8 through 18)
Accompanying cassettes
Cassette player and headphones
Teacher's Manual

The student should have read page A (How to Use This Program) and page B (Instructions to the Student) in Book 1 before beginning work. The Reading Manager (RM) should be very familiar with the instructions on pages 1-7 of the Teacher's Manual. Further directions are given on the cassette. Omit the Prerequisite Test unless the RM wants to give it both pre and post for measurement purposes.

Explain to the student that he will take the Progress Check on pages 75 through 77 and that the Progress Check will be graded by the RM.

Step 2: Evaluate the student's performance.

Administer the Progress Check, pages 75 through 77. Grade the test (see answer key in Teacher's Manual, page 23). If the student scores less than 80% on the test, he should go back through the lessons until he can pass. Review him before he takes the second test.

Step 3: Assign the student to Module No. 48.

When the student has completed all required work and passed the Progress Check, assign him to the next module.

BEST COPY AVAILABLE

Radio Reading Series 2 (ARL 2), Part I

Track V

Essays 31-40

Module 48

Objective: The program is designed to place special emphasis on: rate of comprehension, vocabulary study, word attack skills, comprehension techniques, interpreting figurative language, finding the main idea, recognizing supporting details, drawing inferences, and oral and written expression (discussion).

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Radio Reading Series 2 Student Booklet (pages 1 through 10)
Essays 31 through 40
Accompanying cassettes
Cassette player and headphones
Teacher's Edition, Radio Reading Series 2

Using accompanying cassettes, have the student work through each essay. Upon completion of each essay, have the student work the comprehension exercise (back page of each essay) and write answers in the Student Booklet. Follow directions in the Teacher's Manual and give the student assistance when needed.

Step 2: **Evaluate the student's performance.**

Upon completion of each essay in the Student Booklet, have the student grade and correct his own test (answers are on cassette). Check his work closely to make sure that he is following directions and completing all of the required tasks.

Step 3: **Assign the student to Track VI, Module No. 1.**

When the student has completed the ten essays to your satisfaction, assign him to the next module.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INTRODUCTION TO TRACK VI

Reading Track VI, at the present time, is the last track in IRIS. All the materials used in this track are designed to review and expand the skills already learned in previous tracks. *Programmed Phonics, Mott Basic Language Skills Program Comprehension Series, Wordcraft, Sullivan Reading Program,* and the *Radio Reading Series* will be completed in this track.

Having completed this track, the student should be able to:

- Attribute the proper sound to each letter in a word or syllable.
- Read whole words accurately and quickly.
- Read and answer detailed questions about short reading selections.
- Read longer stories for enjoyment.
- Perceive aurally and visually and respond vocally to each letter in a syllable and each syllable in a word in a left-to-right sequential order.
- Critique and correct his own responses as he progresses through assignments.

Included in this section are the list of 43 modules of Track VI and the procedures for guiding the student through the modules. The student should begin with Module 1 and proceed in numerical order through all 43 modules. The procedural guide for each module lists a 3-step method which the Reading Manager should follow in introducing and assigning the module to the student, evaluating his progress, giving assistance, and planning the next modular assignment.

The student will be placed in this track if:

- He has successfully completed all the requirements for Track V.

BEST COPY AVAILABLE

READING TRACK VI MODULE LIST

Module No.	Module Title
1	Programmed Phonics, Book 2 (pages 1-28)
2	Programmed Phonics, Book 2 (pages 29-51)
3	Programmed Phonics, Book 2 (pages 52-76)
4	Mott Basic Language Skills Program, Comprehension Series, Book 603
5	Wordcraft/2, Lessons 1-5, Recording D
6	Wordcraft/2, Lessons 6-10, Recording D
7	Sullivan Reading, Book 17 (pages 1 through 24)
8	Sullivan's Comprehension Reader, Book 17, Unit 1
9	Sullivan Reading, Book 17 (pages 25 through 48)
10	Sullivan's Comprehension Reader, Book 17, Unit 2
11	Sullivan Reading, Book 17 (pages 49 through 72)
12	Sullivan's Comprehension Reader, Book 17, Unit 3
13	Sullivan Reading, Book 17 (pages 73 through 96)
14	Sullivan's Comprehension Reader, Book 17, Unit 4
15	Sullivan Reading, Book 18 (pages 1 through 24)
16	Sullivan's Comprehension Reader, Book 18, Unit 1
17	Sullivan Reading, Book 18 (pages 25 through 48)
18	Sullivan's Comprehension Reader, Book 18, Unit 2
19	Sullivan Reading, Book 18 (pages 49 through 72)
20	Sullivan's Comprehension Reader, Book 18, Unit 3
21	Sullivan Reading, Book 18 (pages 73 through 96)
22	Sullivan's Comprehension Reader, Book 18, Unit 4
23	Radio Reading Series 2 (ARL2), Part II, Essays 41-50
24	Sullivan Reading, Book 19 (pages 1 through 24)
25	Sullivan's Comprehension Reader, Book 19, Unit 1
26	Sullivan Reading, Book 19 (pages 25 through 48)
27	Sullivan's Comprehension Reader, Book 19, Unit 2
28	Sullivan Reading, Book 19 (pages 49 through 72)
29	Sullivan's Comprehension Reader, Book 19, Unit 3
30	Sullivan Reading, Book 19 (pages 73 through 96)
31	Sullivan's Comprehension Reader, Book 19, Unit 4
32	Sullivan Reading, Book 20 (pages 1 through 24)
33	Sullivan's Comprehension Reader, Book 20, Unit 1
34	Sullivan Reading, Book 20 (pages 25 through 48)
35	Sullivan's Comprehension Reader, Book 20, Unit 2
36	Sullivan Reading, Book 20 (pages 49 through 72)
37	Sullivan's Comprehension Reader, Book 20, Unit 3
38	Sullivan Reading, Book 20 (pages 73 through 96)
39	Sullivan's Comprehension Reader, Book 20, Unit 4
40	Mott Basic Language Skills Program, Comprehension Series, Book 604
41	Wordcraft/2, Lessons 11-15, Recording E
42	Wordcraft/2, Lessons 16-20, Recording E
43	Radio Reading Series 2 (ARL2), Part III, Essays 51-60

BEST COPY AVAILABLE

Programmed Phonics — Track VI

Book 2, pages 1-28 — Module 1

Objective: The program has three basic objectives: (1) to train the students to attribute the proper sound to each letter in a word or syllable, (2) to train the student to perceive aurally and visually and to respond vocally to each letter in a syllable and each syllable in sequential order, and (3) to train the student to read whole words accurately and quickly.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Programmed Phonics, Book 2, pages 1-28 (Lessons 1 through 5)
Accompanying cassettes
Cassette player and headphones
Teacher's Manual

The student should have read page A (How to Use This Program) and page B (Instructions to the Student) in Book 1 before beginning work. The Reading Manager (RM) should be very familiar with the instructions on pages 1-7 of the Teacher's Manual. Further directions are given on the cassette. Omit the Prerequisite Test unless the RM wants to give it both pre and post for measurement purposes.

Explain to the student that he will take the Progress Check on pages 27 through 28 and that the Progress Check will be graded by the RM.

Step 2: **Evaluate the student's performance.**

Administer the Progress Check, pages 27 through 28. Grade the test (see answer key in Teacher's Manual, page 30). If the student scores less than 80% on the test, he should go back through the lessons until he can pass. Review him before he takes the second test.

Step 3: **Assign the student to Module No. 2.**

When the student has completed all required work and passed the Progress Check, assign him to the next module.

BEST COPY AVAILABLE

Programmed Phonics Track VI

Book 2, pages 29-51 Module 2

Objective: The program has three basic objectives: (1) to train the students to attribute the proper sound to each letter in a word or syllable, (2) to train the student to perceive aurally and visually and to respond vocally to each letter in a syllable and each syllable in sequential order, and (3) to train the student to read whole words accurately and quickly.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Programmed Phonics. Book 2. pages 29-51 (Lessons 6 through 9)
Accompanying cassettes
Cassette player and headphones
Teacher's Manual

The student should have read page A (How to Use This Program) and page B (Instructions to the Student) in Book 1 before beginning work. The Reading Manager (RM) should be very familiar with the instructions on pages 1-7 of the Teacher's Manual. Further directions are given on the cassette. Omit the Prerequisite Test unless the RM wants to give it both pre and post for measurement purposes.

Explain to the student that he will take the Progress Check on pages 50 through 51 and that the Progress Check will be graded by the RM.

Step 2: Evaluate the student's performance.

Administer the Progress Check, pages 50 through 51. Grade the test (see answer key in Teacher's Manual, page 35). If the student scores less than 80% on the test, he should go back through the lessons until he can pass. Review him before he takes the second test.

Step 3: Assign the student to Module No. 3.

When the student has completed all required work and passed the Progress Check, assign him to the next module.

BEST COPY AVAILABLE

Programmed Phonics Track VI

Book 2, pages 52-76 Module 3

Objective: The program has three basic objectives: (1) to train the students to attribute the proper sound to each letter in a word or syllable, (2) to train the student to perceive aurally and visually and to respond vocally to each letter in a syllable and each syllable in sequential order, and (3) to train the student to read whole words accurately and quickly.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Programmed Phonics, Book 2, pages 52-76 (Lessons 10 through 13)
Accompanying cassettes
Cassette player and headphones
Teacher's Manual

The student should have read page A (How to Use This Program) and page B (Instructions to the Student) in Book 1 before beginning work. The Reading Manager (RM) should be very familiar with the instructions on pages 1-7 of the Teacher's Manual. Further directions are given on the cassette. Omit the Prerequisite Test unless the RM wants to give it both pre and post for measurement purposes.

Explain to the student that he will take the Progress Check on pages 75 through 76 and that the Progress Check will be graded by the RM.

Step 2: Evaluate the student's performance.

Administer the Progress Check, pages 75 through 76. Grade the test (see answer key in Teacher's Manual, page 41). If the student scores less than 80% on the test, he should go back through the lessons until he can pass. Review him before he takes the second test.

Step 3: Assign the student to Module No. 4.

When the student has completed all required work and passed the Progress Check, assign him to the next module.

BEST COPY AVAILABLE

The Mott Basic Language Skills Program — Track VI

Comprehension Series, Book 603 — Module 4

Objective: To develop the student's understanding and retention of reading material.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

The Mott Basic Language Skills Program
Comprehension Series, Book 603

Follow the instructions in the front of the book in teaching the student how to read and work through the book. The student makes all responses on a separate sheet of paper.

Step 2: Evaluate the student's performance.

There are no tests to pass or fail. The programmed portion is structured to provide immediate self-correction. Self-evaluation is built into the program.

Step 3: Assign the student to Module No. 5.

When the student has read all pages, responded to all questions, and made necessary corrections, assign him to the next module.

BEST COPY AVAILABLE

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/2 Manual (Lessons 1-5)
Recording D
Cassette player and headphones

Have the student play Lesson 1 on Recording D and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 2, 3, 4, and 5.

Step 2: **Evaluate the student's performance.**

After completing Lesson 1 on Recording D, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/2 Manual*. Repeat the same procedure for Lessons 2, 3, 4, and 5.

After completing Lessons 1-5 on Recording D, have the student take the Review Test on pages 56 through 57 in *Wordcraft/2 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/2 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 6.**

BEST COPY AVAILABLE

Wordcraft/2 (Lessons 6-10) Track VI

Recording D Module 6

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/2 Manual (Lessons 6-10)
Recording D
Cassette player and headphones

Have the student play Lesson 6 on Recording D and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 7, 8, 9, and 10.

Step 2: **Evaluate the student's performance.**

After completing Lesson 6 on Recording D, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/2 Manual*. Repeat the same procedure for Lessons 7, 8, 9, and 10.

After completing Lessons 6-10 on Recording D, have the student take the Review Test on pages 58 through 59 in *Wordcraft/2 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/2 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 7.**

BEST COPY AVAILABLE

Sullivan Reading, Book 17 **Track VI**

Pages 1 through 24 **Module 7**

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 17 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 8.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 17, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 9.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

ERIC

BEST COPY AVAILABLE

Sullivan Reading, Book 17 Track VI

Pages 25 through 48 Module 9

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Reading, Book Number 17 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: Evaluate the student's performance.

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 10.

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 17, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 11.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AV...

BEST COPY AVAILABLE

Sullivan Reading, Book 17 Track VI

Pages 49 through 72 Module 11

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 17 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 12.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 17, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 13.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading, Book 17

Pages 73 through 96

BEST COPY AVAILABLE

Track VI

Module 13

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Reading, Book Number 17 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: Evaluate the student's performance.

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 14.

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track VI

Book 17, Unit 4 Module 14

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 17, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 15.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 18 Track VI

Pages 1 through 24 Module 15

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 18 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 16.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track VI

Book 18, Unit 1 Module 16

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 18, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 17.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading, Book 18 Track VI

Pages 25 through 48 . BEST COPY AVAILABLE Module 17

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 18 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 18.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track VI

Book 18, Unit 2 Module 18

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 18, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 19.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading, Book 18

Pages 49 through 72

BEST COPY AVAILABLE

Track VI

Module 19

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Reading, Book Number 18 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: Evaluate the student's performance.

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: Assign the student to Module No. 20.

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track VI

Book 18, Unit 3 Module 20

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 18, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 21.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading, Book 18 Track VI

Pages 73 through 96 Module 21

BEST COPY AVAILABLE

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 18 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 22.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader — Track VI

Book 18, Unit 4 — Module 22

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 18, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 23.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Radio Reading Series 2 (ARL 2), Part II — Track VI

Essays 41-50 — Module 23

Objective: The program is designed to place special emphasis on: rate of comprehension, vocabulary study, word attack skills, comprehension techniques, interpreting figurative language, finding the main idea, recognizing supporting details, drawing inferences, and oral and written expression (discussion).

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Radio Reading Series 2 Student Booklet (pages 11 through 20)
Essays 41 through 50
Accompanying cassettes
Cassette player and headphones
Teacher's Edition, Radio Reading Series 2

Using accompanying cassettes, have the student work through each essay. Upon completion of each essay, have the student work the comprehension exercise (back page of each essay) and write answers in the Student Booklet. Follow directions in the Teacher's Manual and give the student assistance when needed.

Step 2: Evaluate the student's performance.

Upon completion of each essay in the Student Booklet, have the student grade and correct his own test (answers are on cassette). Check his work closely to make sure that he is following directions and completing all of the required tasks.

Step 3: Assign the student to Module No. 24.

When the student has completed the ten essays to your satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 19 Track VI

Pages 1 through 24 Module 24

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 19 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 25.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track VI

Book 19, Unit 1 Module 25

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 19, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 26.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

Sullivan Reading, Book 19 Track VI

Pages 25 through 48 Module 26

BEST COPY AVAILABLE

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 19 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 27.**

M. W. Sullivan's Comprehension Reader Track VI

Book 19, Unit 2 Module 27

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 19, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 28.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 19 Track VI

Pages 49 through 72 Module 28

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 19 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 29.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track VI

Book 19, Unit 3 Module 29

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 19, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 30.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 19 Track VI

Pages 73 through 96 Module 30

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 19 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 31.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 19, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 32.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 20

Pages 1 through 24

Track VI

Module 32

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 20 (pages 1 through 24)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 1-23. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 24.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 1 through 23, administer Test 1 on page 24. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 33.**

BEST COPY AVAILABLE

M. W. Sullivan's Comprehension Reader Track VI

Book 20, Unit 1 Module 33

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 20, Unit 1

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 34.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 20 Track VI

Pages 25 through 48 Module 34

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 20 (pages 25 through 48)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 25-47. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 48.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 25 through 47, administer Test 2 on page 48. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 35.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 20, Unit 2

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 36.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Sullivan Reading, Book 20 — Track VI

Pages 49 through 72 — Module 36

Objective: The behavioral objectives for this book can be found in *Sullivan Reading Instructional Objectives and Teacher's Guide.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading. Book Number 20 (pages 49 through 72)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 49-71. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 72.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 49 through 71, administer Test 3 on page 72. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 37.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

M. W. Sullivan's Comprehension Reader, Book 20, Unit 3

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: **Evaluate the student's performance.**

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: **Assign the student to Module No. 38.**

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: The behavioral objectives for this book can be found in ***Sullivan Reading Instructional Objectives and Teacher's Guide.***

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Reading, Book Number 20 (pages 73 through 96)
Sullivan Reading Instructional Objectives and Teacher's Guide

Have the student work through pages 73-95. Have him write all responses on a separate sheet of paper. Give assistance when needed. Make sure that he has filled out all responses before he takes the test on page 96.

Step 2: **Evaluate the student's performance.**

Upon completion of pages 73 through 95, administer Test 4 on page 96. Grade the test. If he scores less than 80% on the test, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 39.**

BEST COPY AVAILABLE

Objective: The behavioral objective for the *M. W. Sullivan Comprehension Reader* is to review the vocabulary presented in one 24-page unit of the accompanying programmed text in the *Sullivan Reading Series.*

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

M. W. Sullivan's Comprehension Reader, Book 20, Unit 4

Follow the instructions to the teacher on the inside of the front cover in guiding the student through the book. Give assistance when needed.

Step 2: Evaluate the student's performance.

On the inside of the back cover there are ten questions which the student should answer (orally or written). If time permits, the Reading Manager should listen to the answers and let the student correct any incorrect answers.

Step 3: Assign the student to Module No. 40.

When the student has completed all the required tasks in this book to the teacher's satisfaction, assign him to the next module.

BEST COPY AVAILABLE

Objective: To develop the student's understanding and retention of reading material.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

The Mott Basic Language Skills Program
Comprehension Series, Book 604

Follow the instructions in the front of the book in teaching the student how to read and work through the book. The student makes all responses on a separate sheet of paper.

Step 2: Evaluate the student's performance.

There are no tests to pass or fail. The programmed portion is structured to provide immediate self-correction. Self-evaluation is built into the program.

Step 3: Assign the student to Module No. 41.

When the student has read all pages, responded to all questions, and made necessary corrections, assign him to the next module.

Wordcraft/2 (Lessons 11-15) Track VI

Recording E Module 41

BEST COPY AVAILABLE

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/2 Manual (Lessons 11-15)
Recording E
Cassette player and headphones

Have the student play Lesson 11 on Recording E and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 12, 13, 14, and 15.

Step 2: **Evaluate the student's performance.**

After completing Lesson 11 on Recording E, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/2 Manual*. Repeat the same procedure for Lessons 12, 13, 14, and 15.

After completing Lessons 11-15 on Recording E, have the student take the Review Test on pages 60 through 61 in *Wordcraft/2 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/2 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 42.**

BEST COPY AVAILABLE

Objective: Builds vocabulary utilizing a multi-media approach.

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: **Introduce and assign this module to the student.**

Wordcraft/2 Manual (Lessons 16-20)
Recording E
Cassette player and headphones

Have the student play Lesson 16 on Recording E and listen for the study word in the first sentence and for the definition in the second sentence. Have him play the recording again and read the script as he listens. Guide the student in understanding of diacritical marks on the script; encourage him to listen to the words and study the marks at the same time. Repeat the same procedure for Lessons 17, 18, 19, and 20.

Step 2: **Evaluate the student's performance.**

After completing Lesson 16 on Recording E, give Test A. If the student misses one or two words on Test A, have him review the lesson and then move on to the next lesson. However, if he misses three or more words, have him replay the lesson and read it at the same time. After this review, he should take Test B for that lesson. Test C of each lesson should be used if three or more words are missed on Test B for that lesson. Have the student write his answers on a separate sheet of paper or in *Wordcraft/2 Manual*. Repeat the same procedure for Lessons 17, 18, 19, and 20.

After completing Lessons 16-20 on Recording E, have the student take the Review Test on pages 62 through 63 in *Wordcraft/2 Manual*. Have the student record his answers on a separate sheet of paper or in the *Wordcraft/2 Manual*. If the student's score is less than 80%, have him go back through the assignment until he can pass the test with a score of 80% or better.

Step 3: **Assign the student to Module No. 43.**

BEST COPY AVAILABLE

Objective: The program is designed to place special emphasis on: rate of comprehension, vocabulary study, word attack skills, comprehension techniques, interpreting figurative language, finding the main idea, recognizing supporting details, drawing inferences, and oral and written expression (discussion).

PROCEDURE FOR GUIDING THE STUDENT THROUGH THIS MODULE

Step 1: Introduce and assign this module to the student.

Radio Reading Series 2 Student Booklet (pages 21 through 30)
Essays 51 through 60
Accompanying cassettes
Cassette player and headphones
Teacher's Edition, Radio Reading Series 2

Using accompanying cassettes, have the student work through each essay. Upon completion of each essay, have the student work the comprehension exercise (back page of each essay) and write answers in the Student Booklet. Follow directions in the Teacher's Manual and give the student assistance when needed.

Step 2: Evaluate the student's performance.

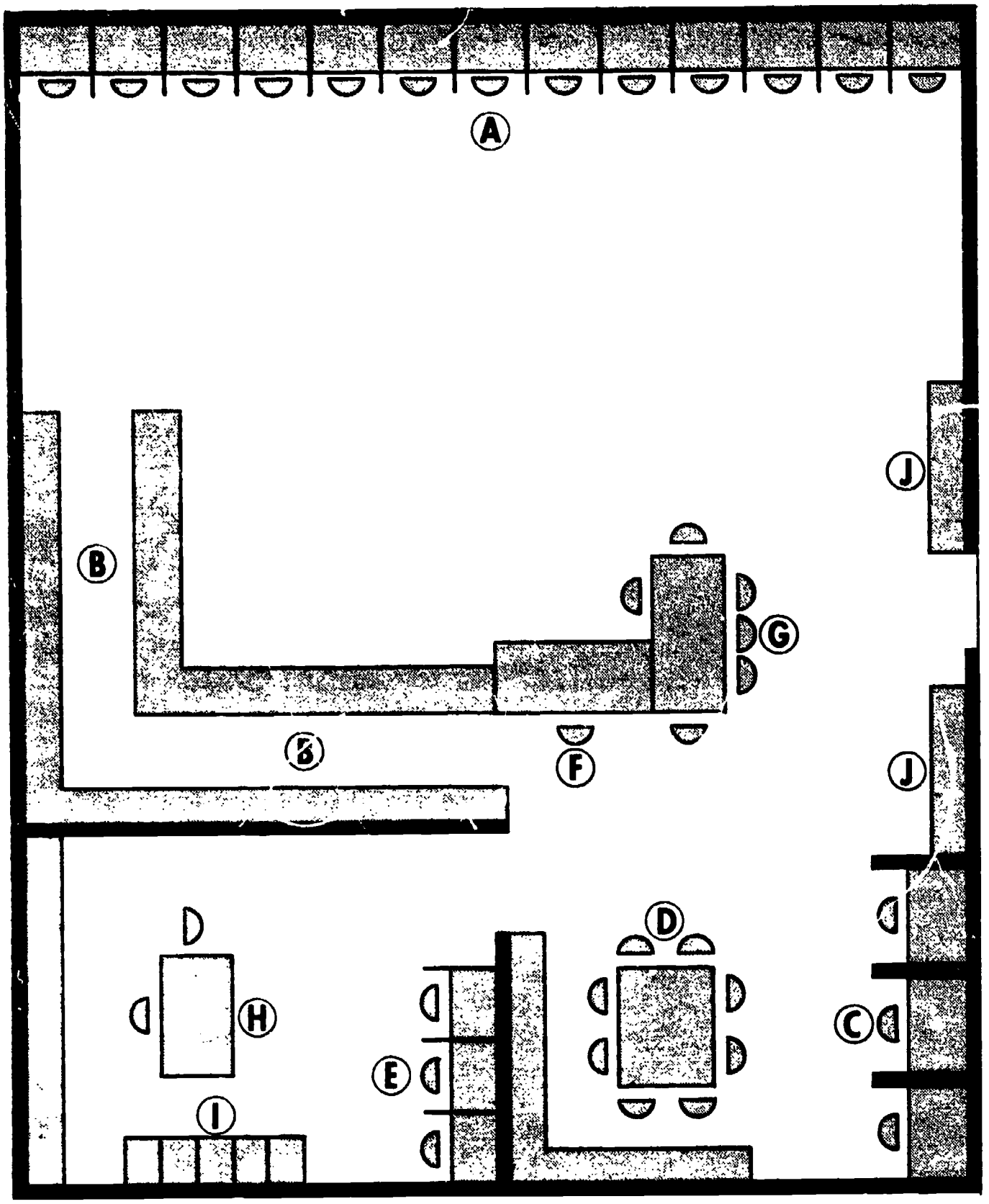
Upon completion of each essay in the Student Booklet, have the student grade and correct his own test (answers are on cassette). Check his work closely to make sure that he is following directions and completing all of the required tasks.

Step 3: This terminates Track VI.

APPENDIX A

Model Reading Lab Floor Plan

BEST COPY AVAILABLE



FLOOR PLAN CODE

- A = Study carrels
- B = Materials check-in/check-out counter and shelves
- C = Audio-active response carrels
- D = Multipurpose area–leisure reading, special work, materials shelves (library)
- E = Special carrels in RM's office–testing, special work, etc.
- F = RM's desk in the learning area
- G = Special student work table
- H = RM's desk–planning, counseling, etc.
- I = Files in RM's office
- J = Student storage cubicles

APPENDIX B

Purchasing Guide for IRIS Materials

PURCHASING GUIDE FOR IRIS MATERIALS AND EQUIPMENT

Publisher	Materials	Quantity	Unit Cost	Total Cost
Allied Educational Council Distribution Center P. O. Box 78 Galien, Michigan 49113	**Mott Basic Language Skills Program Comprehension Series**			
	Book 301	4	$ 1.25	$ 5.00
	Book 302	4	1.25	5.00
	Book 303	4	1.25	5.00
	Book 304	4	1.25	5.00
	Book 601	4	1.95	7.80
	Book 602	4	1.95	7.80
	Book 603	4	1.95	7.80
	Book 604	4	1.95	7.80
Ann Arbor Publishers 611 Church Ann Arbor, Michigan 48104	Symbol Tracking	10	2.00	20.00
	Primary Tracking	10	2.00	20.00
	Chem-Rite Pens	20	.50	10.00
	Chem-Rite Refills	50	.10	5.00
Behavioral Research Laboratories Box 577 Palo Alto, California 94302	**Sullivan's Reading Readiness Program**			
	Set of Readiness (A-D)	10	6.76	67.60
	Readiness Readers (6)	5	5.94	29.70
	Sullivan's Reading Program			
	Set of Series I (1-4)	5	6.76	33.80
	Set of Series II (5-8)	5	6.76	33.80
	Set of Series III (9-12)	5	6.76	33.80
	Set of Series IV (13-16)	5	6.76	33.80
	Set of Series V (17-20)	5	6.76	33.80
	Comprehension Readers			
	Series I	3	15.84	47.52
	Series II	3	15.84	47.52
	Series III	3	15.84	47.52
	Series IV	3	15.84	47.52
	Series V	3	15.84	47.52
	M. W. Sullivan Stories			
	Complete set. 1, 1A, 1B through 15, 15A, 15B (45 in all)	3	44.55	133.65
	Cassettes			
	Reading Readiness (A-D)	1	119.04	119.04
	Series I (Textbooks 1-4)	1	119.04	119.04
	Series II (Textbooks 5-8)	1	59.52	59.92
	Instructional Objectives and Teacher's Guide	1	4.99	4.99
Bell & Howell Audio Visual Products Division 7100 N. McCormick Road Chicago, Illinois 60645	Alphabet Mastery Program	2	35.00	70.00
COMMUNACAD The Communications Academy Box 541 Wilton, Connecticut 06897	† **The Wordcraft/1 Vocabulary Program**			
	On 3 cassette tapes w/Study Manual	2	29.95	59.90
	Additional Manuals	15	2.50	37.50
	† **The Wordcraft/2 Vocabulary Program**			
	On 2 cassette tapes w/Study Manual	2	19.95	39.90
	Additional Manuals	15	2.00	30.00

Publisher	Materials	Quantity	Unit Cost	Total Cost
CTB/McGraw-Hill Del Monte Research Park Monterey, California 93940 or CTB/McGraw-Hill Order Service Center Manchester Road Manchester, Missouri 63011	**Tests of Adult Basic Education (TABE)**			
	Level M, Form 1	1 pkg.	$ 7.40	$ 7.40
	Level M, Form 2	1 pkg.	7.40	7.40
	TABE Scoreze Answer Sheets			
	Level M, Reading Test (No. 464)	1 box	22.50	22.50
	Practice Exercises & Locator Test for Tests of Adult Basic Education	1 pkg.	2.50	2.50
	Locator Test Answer Sheets (No. 5460)	4 U/50	3.00	12.00
	Locator Test Scoring Keys	5	.10	.50
Educators Publishing Service, Inc. 75 Moulton Street Cambridge, Massachusetts 02138	**Programmed Phonics**			
	Book 1	15	1.00	15.00
	Book 2	15	1.00	15.00
	Teacher's Guide	1	.50	.50
	Six Cassettes (Books 1 & 2)	3	20.00	60.00
Education Sensory Programming 2304 E. Johnson Jonesboro, Arkansas 72401	† **Plan's Phonics in Action**			
	Part I, (#Pin-I Mini-Pak)	1	106.00	106.00
	Part II. (#Pin-II Mini-Pak)	1	106.00	106.00
The MacMillan Company School Division Riverside, New Jersey 08075	**Learning How to Use the Dictionary**	5	2.04	10.20
	Teacher's Manual	1	1.75	1.75
	Progress Tests	15	1.04	15.60
Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	**Webster's New World Dictionary – Elementary Edition**	5	4.20	21.00
Psychotechnics, Inc. 1900 Pickwich Avenue Glenview, Illinois 60137	**The Radio Reading Series**			
	Complete Program (ARL1)	1	188.00	188.00
	Complete Program (ARL2)	1	188.00	188.00
	Student Booklets (RL1a)	20	.65	13.00
	Student Booklets (RL2a)	20	.65	13.00

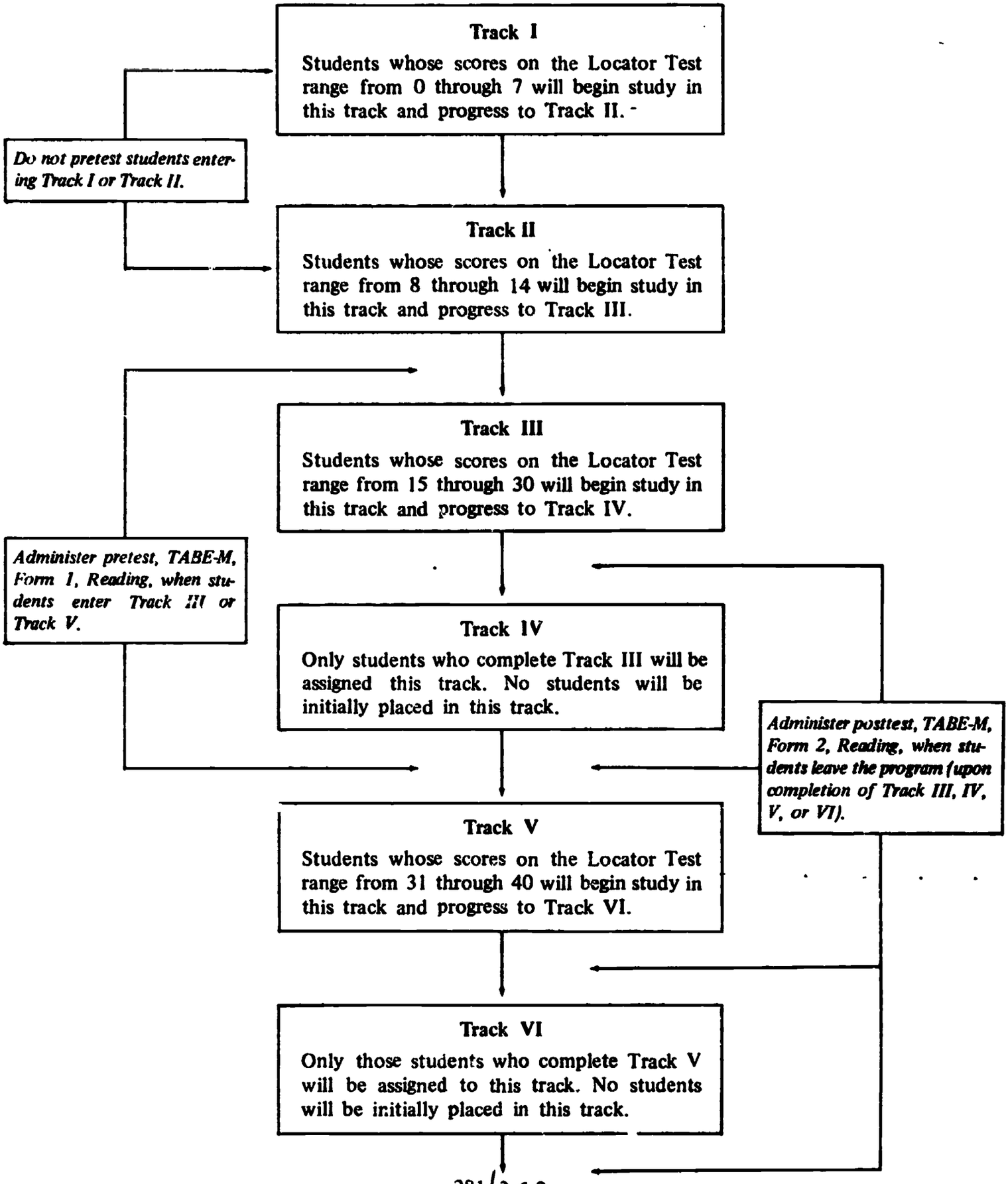
† The Wordcraft Vocabulary Program & Plan Phonics in Action can also be ordered from:

Audio Visual Center
853 South Court Street
Montgomery, Alabama 36104

APPENDIX C

Placement and Evaluation Schema

PLACEMENT AND EVALUATION SCHEMA



APPENDIX D

Students' Performance Evaluation Form

STUDENTS' PERFORMANCE EVALUATION FORM

Tests of Adult Basic Education
Level M Reading Test

Pre- and Postinstructional Grade Placement Scores

NAMES	VOCABULARY			COMPREHENSION			TOTAL					
	Posttest Form 2	Pretest Form 1	Gain	Posttest Form 2	Pretest Form 1	Gain	Posttest Form 2	Pretest Form 1	Gain	Entry Track	Exit Track	Total Hours
Average												

Copyright © by Rehabilitation Research Foundation, 1973.

APPENDIX E

Student's Performance Record

TRACK I PERFORMANCE RECORD

Name: _____ Date began: _____ Date completed: _____

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
1	Alphabet Mastery	S					
2	Symbol Tracking	S					
3	Primary Tracking	S					
4	Reading Readiness A pages 1-96	S					
5	Reading Readiness Reader A	S					
6	Reading Readiness B, pages 1-24	80%					
7	Reading Readiness B, pages 25-48	80%					
8	Reading Readiness B, pages 49-72	80%					
9	Reading Readiness B, pages 73-96	80%					
10	Reading Readiness Reader B	S					
11	Reading Readiness C, pages 1-24	80%					
12	Reading Readiness C, pages 25-48	80%					
13	Reading Readiness C, pages 49-72	80%					
14	Reading Readiness C, pages 73-96	80%					
15	Reading Readiness Reader C	S					
16	Reading Readiness D, pages 1-24	80%					
17	Reading Readiness D, pages 25-48	80%					
18	Reading Readiness D, pages 49-72	80%					
19	Reading Readiness D, pages 73-96	80%					
20	Reading Readiness Reader D	S					
	Reading Readiness Reader D1	S					
	Reading Readiness Reader D2	S					

Copyright © by Rehabilitation Research Foundation, 1973.

TRACK II PERFORMANCE RECORD

Name _____ Date began: _____ Date completed: _____

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
1	Sullivan Reading, Book 1, pages 1-24	80%					
2	Comprehension Reader, Book 1, Unit 1	S					
3	Sullivan Reading, Book 1, pages 25-48	80%					
4	Comprehension Reader, Book 1, Unit 2	S					
5	Sullivan Reading, Book 1, pages 49-72	80%					
6	Comprehension Reader, Book 1, Unit 3	S					
7	Sullivan Reading, Book 1, pages 73-96	80%					
8	Comprehension Reader, Book 1, Unit 4	S					
9	Sullivan Reader 1	S					
	Sullivan Reader 1A	S					
	Sullivan Reader 1B	S					
10	Sullivan Reading, Book 2, pages 1-24	80%					
11	Comprehension Reader, Book 2, Unit 1	S					
12	Sullivan Reading, Book 2, pages 25-48	80%					
13	Comprehension Reader, Book 2, Unit 2	S					
14	Sullivan Reading, Book 2, pages 49-72	80%					
15	Comprehension Reader, Book 2, Unit 3	S					
16	Sullivan Reading, Book 2, pages 73-96	80%					
17	Comprehension Reader, Book 2, Unit 4	S					
18	Sullivan Reader 2	S					
	Sullivan Reader 2A	S					
	Sullivan Reader 2B	S					
19	Sullivan Reading, Book 3, pages 1-24	80%					
20	Comprehension Reader, Book 3, Unit 1	S					
21	Sullivan Reading, Book 3, pages 25-48	80%					
22	Comprehension Reader, Book 3, Unit 2	S					
23	Sullivan Reading, Book 3, pages 49-72	80%					
24	Comprehension Reader, Book 3, Unit 3	S					
25	Sullivan Reading, Book 3, pages 73-96	80%					
26	Comprehension Reader, Book 3, Unit 4	S					
27	Sullivan Reader 3	S					
	Sullivan Reader 3A	S					
	Sullivan Reader 3B	S					
28	Sullivan Reading, Book 4, pages 1-24	80%					
29	Comprehension Reader, Book 4, Unit 1	S					
30	Sullivan Reading, Book 4, pages 25-48	80%					
31	Comprehension Reader, Book 4, Unit 2	S					
32	Sullivan Reading, Book 4, pages 49-72	80%					
33	Comprehension Reader, Book 4, Unit 3	S					
34	Sullivan Reading, Book 4, pages 73-96	80%					
35	Comprehension Reader, Book 4, Unit 4	S					
36	Sullivan Reader 4	S					
	Sullivan Reader 4A	S					
	Sullivan Reader 4B	S					

© Rehabilitation Research Foundation, 1973.

TRACK III PERFORMANCE RECORD

Name: _____ Date began: _____ Date completed: _____

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
1	Mott BLSP, Comprehension Series, Book 301	S					
2	Sullivan Reading, Book 5, pages 1-24	80%					
3	Comprehension Reader, Book 5, Unit 1	S					
4	Sullivan Reading, Book 5, pages 25-48	80%					
5	Comprehension Reader, Book 5, Unit 2	S					
6	Sullivan Reading, Book 5, pages 49-72	80%					
7	Comprehension Reader, Book 5, Unit 3	S					
8	Sullivan Reading, Book 5, pages 73-96	80%					
9	Comprehension Reader, Book 5, Unit 4	S					
10	Sullivan Reader 5	S					
	Sullivan Reader 5A	S					
	Sullivan Reader 5B	S					
11	Sullivan Reading, Book 6, pages 1-24	80%					
12	Comprehension Reader, Book 6, Unit 1	S					
13	Sullivan Reading, Book 6, pages 25-48	80%					
14	Comprehension Reader, Book 6, Unit 2	S					
15	Sullivan Reading, Book 6, pages 49-72	80%					
16	Comprehension Reader, Book 6, Unit 3	S					
17	Sullivan Reading, Book 6, pages 73-96	80%					
18	Comprehension Reader, Book 6, Unit 4	S					
19	Sullivan Reader 6	S					
	Sullivan Reader 6A	S					
	Sullivan Reader 6B	S					
20	Sullivan Reading, Book 7, pages 1-24	80%					
21	Comprehension Reader, Book 7, Unit 1	S					
22	Sullivan Reading, Book 7, pages 25-48	80%					
23	Comprehension Reader, Book 7, Unit 2	S					
24	Sullivan Reading, Book 7, pages 49-72	80%					
25	Comprehension Reader, Book 7, Unit 3	S					
26	Sullivan Reading, Book 7, pages 73-96	80%					
27	Comprehension Reader, Book 7, Unit 4	S					
28	Sullivan Reader 7	S					
	Sullivan Reader 7A	S					
	Sullivan Reader 7B	S					
29	Sullivan Reading, Book 8, pages 1-24	80%					
30	Comprehension Reader, Book 8, Unit 1	S					
31	Sullivan Reading, Book 8, pages 25-48	80%					
32	Comprehension Reader, Book 8, Unit 2	S					
33	Sullivan Reading, Book 8, pages 49-72	80%					
34	Comprehension Reader, Book 8, Unit 3	S					
35	Sullivan Reading, Book 8, pages 73-96	80%					
36	Comprehension Reader, Book 8, Unit 4	S					

© by Rehabilitation Research Foundation, 1973.

Track III

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
37	Sullivan Reader 8	S					
	Sullivan Reader 8A	S					
	Sullivan Reader 8B	S					
38	Mott BLSP, Comprehension Series, Book 302	S					
39	Radio Reading Series 1, Essay 1	100%					
	Radio Reading Series 1, Essay 2	100%					
	Radio Reading Series 1, Essay 3	100%					
	Radio Reading Series 1, Essay 4	100%					
	Radio Reading Series 1, Essay 5	100%					
	Radio Reading Series 1, Essay 6	100%					
	Radio Reading Series 1, Essay 7	100%					
	Radio Reading Series 1, Essay 8	100%					
	Radio Reading Series 1, Essay 9	100%					
	Radio Reading Series 1, Essay 10	100%					
40	Plan Phonics, Vol. 1, Tape Ph-4	80%					
	Plan Phonics, Vol 1, Tape Ph-6	80%					
	Plan Phonics, Vol. 1, Tape Ph-8	80%					
	Plan Phonics, Vol. 1, Tape Ph-10	80%					
	Plan Phonics, Vol. 1 Tape Ph-12	80%					

TRACK IV PERFORMANCE RECORD

Name: _____ Date began: _____ Date completed: _____

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
1	Mott BLSP, Comprehension Series, Book 303	S					
2	Plan Phonics, Vol. II, Tape Ph-14	80%					
	Plan Phonics, Vol. II, Tape Ph-16	80%					
	Plan Phonics, Vol. II, Tape Ph-18	80%					
	Plan Phonics, Vol. II, Tape Ph-20	80%					
	Plan Phonics, Vol. II, Tape Ph-22	80%					
3	Learn. How to Use the Dict., Section I	80%					
	Learn. How to Use the Dict., Section II	80%					
4	Sullivan Reading, Book 9, pages 1-24	80%					
5	Comprehension Reader, Book 9, Unit 1	S					
6	Sullivan Reading, Book 9, pages 25-48	80%					
7	Comprehension Reader, Book 9, Unit 2	S					
8	Sullivan Reading, Book 9, pages 49-72	80%					
9	Comprehension Reader, Book 9, Unit 3	S					
10	Sullivan Reading, Book 9, pages 73-96	80%					
11	Comprehension Reader, Book 9, Unit 4	S					
12	Sullivan Reader 9	S					
	Sullivan Reader 9A	S					
	Sullivan Reader 9B	S					
13	Sullivan Reading, Book 10, pages 1-24	80%					
14	Comprehension Reader, Book 10, Unit 1	S					
15	Sullivan Reading, Book 10, pages 25-48	80%					
16	Comprehension Reader, Book 10, Unit 2	S					
17	Sullivan Reading, Book 10, pages 49-72	80%					
18	Comprehension Reader, Book 10, Unit 3	S					
19	Sullivan Reading, Book 10, pages 73-96	80%					
20	Comprehension Reader, Book 10, Unit 4	S					
21	Sullivan Reader 10	S					
	Sullivan Reader 10A	S					
	Sullivan Reader 10B	S					
22	Sullivan Reading, Book 11, pages 1-24	80%					
23	Comprehension Reader, Book 11, Unit 1	S					
24	Sullivan Reading, Book 11, pages 25-48	80%					
25	Comprehension Reader, Book 11, Unit 2	S					
26	Sullivan Reading, Book 11 pages 49-72	80%					
27	Comprehension Reader, Book 11, Unit 3	S					
28	Sullivan Reading, Book 11, pages 73-96	80%					
29	Comprehension Reader, Book 11, Unit 4	S					

Copyright © by Rehabilitation Research Foundation, 1973.

Track IV

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
30	Sullivan Reader 11	S					
	Sullivan Reader 11A	S					
	Sullivan Reader 11B	S					
31	Sullivan Reading, Book 12, pages 1-24	80%					
32	Comprehension Reader, Book 12, Unit 1	S					
33	Sullivan Reading, Book 12, pages 25-48	80%					
34	Comprehension Reader, Book 12, Unit 2	S					
35	Sullivan Reading, Book 12, pages 49-72	80%					
36	Comprehension Reader, Book 12, Unit 3	S					
37	Sullivan Reading, Book 12, pages 73-96	80%					
38	Comprehension Reader, Book 12, Unit 4	S					
39	Sullivan Reader 12	S					
	Sullivan Reader 12A	S					
	Sullivan Reader 12B	S					
40	Mott BLSP, Comprehension Series, Book 304	S					
41	Radio Reading Series, Essay 11	100%					
	Radio Reading Series, Essay 12	100%					
	Radio Reading Series, Essay 13	100%					
	Radio Reading Series, Essay 14	100%					
	Radio Reading Series, Essay 15	100%					
	Radio Reading Series, Essay 16	100%					
	Radio Reading Series, Essay 17	100%					
	Radio Reading Series, Essay 18	100%					
	Radio Reading Series, Essay 19	100%					
	Radio Reading Series, Essay 20	100%					

TRACK V PERFORMANCE RECORD

Name: _____ Date began: _____ Date completed: _____

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
1	Wordcraft/1, Lesson 1						
	Wordcraft/1, Lesson 2						
	Wordcraft/1, Lesson 3						
	Wordcraft/1, Lesson 4						
	Wordcraft/1, Lesson 5						
	Wordcraft/1, Lessons 1-5 Review Test	80%					
2	Wordcraft/1, Lesson 6						
	Wordcraft/1, Lesson 7						
	Wordcraft/1, Lesson 8						
	Wordcraft/1, Lesson 9						
	Wordcraft/1, Lesson 10						
	Wordcraft/1, Lessons 6-10 Review Test	80%					
3	Mott BLSP, Comprehension Series, Book 601	S					
4	Radio Reading Series 1, Essay 21	100%					
	Radio Reading Series 1, Essay 22	100%					
	Radio Reading Series 1, Essay 23	100%					
	Radio Reading Series 1, Essay 24	100%					
	Radio Reading Series 1, Essay 25	100%					
	Radio Reading Series 1, Essay 26	100%					
	Radio Reading Series 1, Essay 27	100%					
	Radio Reading Series 1, Essay 28	100%					
	Radio Reading Series 1, Essay 29	100%					
	Radio Reading Series 1, Essay 30	100%					
5	Sullivan Reading, Book 13, pages 1-24	80%					
6	Comprehension Reader, Book 13, Unit 1	S					
	Sullivan Reading, Book 13, pages 25-48	80%					
8	Comprehension Reader, Book 13, Unit 2	S					
9	Sullivan Reading, Book 13, pages 49-72	80%					
10	Comprehension Reader, Book 13, Unit 3	S					
11	Sullivan Reading, Book 13, pages 73-96	80%					
12	Comprehension Reader, Book 13, Unit 4	S					
13	Sullivan Reader 13	S					
	Sullivan Reader 13A	S					
	Sullivan Reader 13B	S					
14	Wordcraft/1, Lesson 11						
	Wordcraft/1, Lesson 12						
	Wordcraft/1, Lesson 13						

Copyright © by Rehabilitation Research Foundation, 1973.

Track V

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
14	Wordcraft/1, Lesson 14						
	Wordcraft/1, Lesson 15						
	Wordcraft/1, Lessons 11-15 Review Test						
15	Wordcraft/1, Lesson 16						
	Wordcraft/1, Lesson 17						
	Wordcraft/1, Lesson 18						
	Wordcraft/1, Lesson 19						
	Wordcraft/1, Lesson 20						
	Wordcraft/1, Lessons 16-20 Review Test						
16	Sullivan Reading, Book 14, pages 1-24	80%					
17	Comprehension Reader, Book 14, Unit 1	S					
18	Sullivan Reading, Book 14, pages 25-48	80%					
19	Comprehension Reader, Book 14, Unit 2	S					
20	Sullivan Reading, Book 14, pages 49-72	80%					
21	Comprehension Reader, Book 14, Unit 3	S					
22	Sullivan Reading, Book 14, pages 73-96	80%					
23	Comprehension Reader, Book 14, Unit 4	S					
24	Sullivan Reader 14	S					
	Sullivan Reader 14A	S					
	Sullivan Reader 14B	S					
25	Mott BLSP, Comprehension Series, Book 602	S					
26	Sullivan Reading, Book 15, pages 1-24	80%					
27	Comprehension Reader, Book 15, Unit 1	S					
28	Sullivan Reading, Book 15, pages 25-48	80%					
29	Comprehension Reader, Book 15, Unit 2	S					
30	Sullivan Reading, Book 15, pages 49-72	80%					
31	Comprehension Reader, Book 15, Unit 3	S					
32	Sullivan Reading, Book 15, pages 73-96	80%					
33	Comprehension Reader, Book 15, Unit 4	S					
34	Sullivan Reader 15	S					
	Sullivan Reader 15A	S					
	Sullivan Reader 15B	S					
35	Wordcraft/1, Lesson 21						
	Wordcraft/1, Lesson 22						
	Wordcraft/1, Lesson 23						
	Wordcraft/1, Lesson 24						
	Wordcraft/1, Lesson 25						
	Wordcraft/1, Lessons 21-25 Review Test						

Track V

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
36	Worderaft/1, Lesson 26						
	Worderaft/1, Lesson 27						
	Worderaft/1, Lesson 28						
	Worderaft/1, Lesson 29						
	Worderaft/1, Lesson 30						
	Worderaft/1, Lessons 26-30 Review Test						
37	Sullivan Reading, Book 16, pages 1-24	80%					
38	Comprehension Reader, Book 16, Unit 1	S					
39	Sullivan Reading, Book 16, pages 25-48	80%					
40	Comprehension Reader, Book 16, Unit 2	S					
41	Sullivan Reading, Book 16, pages 49-72	80%					
42	Comprehension Reader, Book 16, Unit 3	S					
43	Sullivan Reading Book 16, pages 73-96	80%					
44	Comprehension Reader, Book 16, Unit 4	S					
45	Programmed Phonics, Book 1, pages 1-28	80%					
46	Programmed Phonics, Book 1, pages 29-43	80%					
47	Programmed Phonics, Book 1, pages 44-77	80%					
48	Radio Reading Series 2, Essay 31	100%					
	Radio Reading Series 2, Essay 32	100%					
	Radio Reading Series 2, Essay 33	100%					
	Radio Reading Series 2, Essay 34	100%					
	Radio Reading Series 2, Essay 35	100%					
	Radio Reading Series 2, Essay 36	100%					
	Radio Reading Series 2, Essay 37	100%					
	Radio Reading Series 2, Essay 38	100%					
	Radio Reading Series 2, Essay 39	100%					
	Radio Reading Series 2, Essay 40	100%					

TRACK VI PERFORMANCE RECORD

Name: _____ Date began: _____ Date completed: _____

Module No.	Performance Target	Required Score	Test Scores 1st.	2nd	3rd	Total Time Minutes	Remarks
1	Programmed Phonics, Book 2, pages 1-28	80%					
2	Programmed Phonics, Book 2, pages 29-51	80%					
3	Programmed Phonics, Book 2, pages 52-76	80%					
4	Mott BLSP, Comprehension Series, Book 603	S					
5	Wordcraft/2, Lesson 1						
	Wordcraft/2, Lesson 2						
	Wordcraft/2, Lesson 3						
	Wordcraft/2, Lesson 4						
	Wordcraft/2, Lesson 5						
	Wordcraft/2, Lessons 1-5 Review Test						
6	Wordcraft/2, Lesson 6						
	Wordcraft/2, Lesson 7						
	Wordcraft/2, Lesson 8						
	Wordcraft/2, Lesson 9						
	Wordcraft/2, Lesson 10						
	Wordcraft/2, Lessons 6-10 Review Test						
7	Sullivan Reading, Book 17, pages 1-24	80%					
8	Comprehension Reader, Book 17, Unit 1	S					
9	Sullivan Reading, Book 17, pages 25-48	80%					
10	Comprehension Reader, Book 17, Unit 2	S					
11	Sullivan Reading, Book 17, pages 49-72	80%					
12	Comprehension Reader, Book 17, Unit 3	S					
13	Sullivan Reading, Book 17, pages 73-96	80%					
14	Comprehension Reader, Book 17, Unit 4	S					
15	Sullivan Reading, Book 18, pages 1-24	80%					
16	Comprehension Reader, Book 18, Unit 1	S					
17	Sullivan Reading, Book 18, pages 25-48	80%					
18	Comprehension Reader, Book 18, Unit 2	S					
19	Sullivan Reading, Book 18, pages 49-72	80%					
20	Comprehension Reader, Book 18, Unit 3	S					
21	Sullivan Reading, Book 18, pages 73-96	80%					
22	Comprehension Reader, Book 18, Unit 4	S					
23	Radio Reading Series, Essay 41	100%					
	Radio Reading Series, Essay 42	100%					
	Radio Reading Series, Essay 43	100%					
	Radio Reading Series, Essay 44	100%					
	Radio Reading Series, Essay 45	100%					

Copyright © by Rehabilitation Research Foundation, 1973.

Track VI

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
23	Radio Reading Series, Essay 46	100%					
	Radio Reading Series, Essay 47	100%					
	Radio Reading Series, Essay 48	100%					
	Radio Reading Series, Essay 49	100%					
	Radio Reading Series, Essay 50	100%					
24	Sullivan Reading, Book 19, pages 1-24	80%					
25	Comprehension Reader, Book 19, Unit 1	S					
26	Sullivan Reading, Book 19, pages 25-48	80%					
27	Comprehension Reader, Book 19, Unit 2	S					
28	Sullivan Reading, Book 19, pages 49-72	80%					
29	Comprehension Reader, Book 19, Unit 3	S					
30	Sullivan Reading, Book 19, pages 73-96	80%					
31	Comprehension Reader, Book 19, Unit 4	S					
32	Sullivan Reading, Book 20, pages 1-24	80%					
33	Comprehension Reader, Book 20, Unit 1	S					
34	Sullivan Reading, Book 20, pages 25-48	80%					
35	Comprehension Reader, Book 20, Unit 2	S					
36	Sullivan Reading, Book 20, pages 49-72	80%					
37	Comprehension Reader, Book 20, Unit 3	S					
38	Sullivan Reading, Book 20, pages 73-96	80%					
39	Comprehension Reader, Book 20, Unit 4	S					
40	Mott BLSP, Comprehension Series, Book 604	S					
41	Wordcraft/2, Lesson 11						
	Wordcraft/2, Lesson 12						
	Wordcraft/2, Lesson 13						
	Wordcraft/2, Lesson 14						
	Wordcraft/2, Lesson 15						
	Wordcraft/2, Lessons 11-15 Review Test						
42	Wordcraft/2, Lesson 16						
	Wordcraft/2, Lesson 17						
	Wordcraft/2, Lesson 18						
	Wordcraft/2, Lesson 19						
	Wordcraft/2, Lesson 20						
	Wordcraft/2, Lessons 16-20 Review Test						
43	Radio Reading Series, Essay 51	100%					
	Radio Reading Series, Essay 52	100%					
	Radio Reading Series, Essay 53	100%					
	Radio Reading Series, Essay 54	100%					
	Radio Reading Series, Essay 55	100%					

Track VI

Module No.	Performance Target	Required Score	Test Scores 1st	2nd	3rd	Total Time Minutes	Remarks
43	Radio Reading Series, Essay 56	100%					
	Radio Reading Series, Essay 57	100%					
	Radio Reading Series, Essay 58	100%					
	Radio Reading Series, Essay 59	100%					
	Radio Reading Series, Essay 60	100%					