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TITLE Title II Conference Concentrates on Reading ; ESEA Title II and the Right to Read Notable Reading Projects.

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ABSTRACT

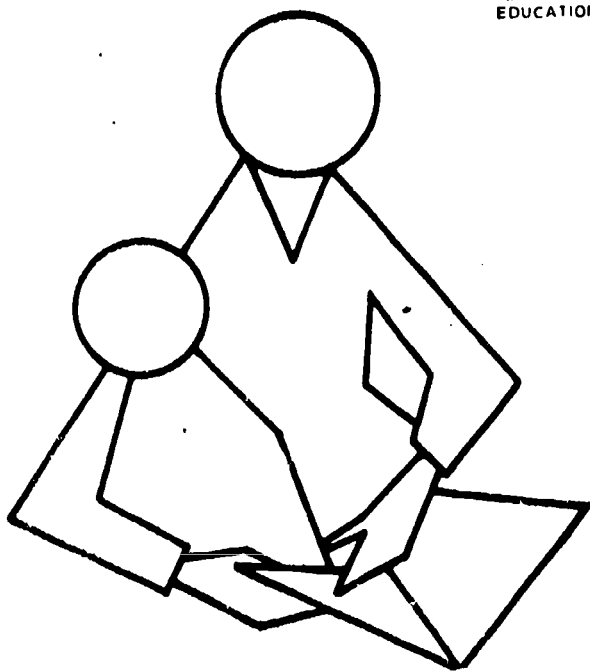
To strengthen Title II management in order to better serve the Right to Read effort, the Office of Education sponsored a conference, "ESEA Title II Program Management in State Departments of Education," in June 1971. Descriptions of exemplary Title II activities in various states were presented. Information about the 23 reading projects described in this report was supplied by ESEA Title II coordinators and media and reading specialists in the state departments of education of seven states; by an agent for nonpublic schools; and by representatives of the Bureau of Indian Affairs. The program topics include content reading, reading readiness, individualized reading, dissemination of library materials during summer, intergroup relations, resource and media center models, literature appreciation, developmental reading, vocational education, and interdisciplinary study. The title, the objectives, a brief description, the number of pupils served, the amount of funding, an evaluation, and the name and address of the person in charge are provided for each project. (T0)

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## *ESEA TITLE II and* **The Right To Read**

NOTABLE READING PROJECTS  
SEPTEMBER 1971

### **Title II Conference Concentrates On Reading**

To strengthen title II management in order to better serve the Right To Read Effort, the Office of Education recently sponsored a conference, **ESEA TITLE II PROGRAM MANAGEMENT IN STATE DEPARTMENTS OF EDUCATION**, at the Conrad Hilton Hotel in Chicago, on June 2, 3, and 4, 1971. The 142 participants included title II coordinators and reading and media specialists from 44 State departments of education and the District of Columbia, the Virgin Islands, the Trust Territory of the Pacific Islands, Puerto Rico, and American Samoa; officials from the Bureau of Indian Affairs; representatives of private schools; and Office of Education personnel.

Descriptions of exemplary title II activities in the Right To Read Effort showed that State programs had progressed markedly over the past year. On the first day of the conference, a progress report of the National Right To Read Effort was followed by presentations from Kentucky, Wisconsin, and North Carolina describing title II contributions to Right To Read activities in those States. Descriptions of title II reading projects serving disadvantaged children in Pontiac, Mich., Philadelphia, American Samoa, the Trust Territory of the Pacific Islands, and in schools conducted for Indian pupils by the Bureau of Indian Affairs provided insights into the special problems of

instructional materials services for children living in urban and isolated areas. Increased understanding of the problems of reading and media programs for disadvantaged children was gained through onsite visits by conference participants to 10 elementary and secondary schools in ghetto areas of Chicago.

To stimulate title II reading projects for gifted children, early childhood education, vocational and career education, and in the content fields on such current social issues as drug abuse, environmental/ecological education, and intercultural relations, an afternoon program featured concurrent presentations by specialists in these areas, followed by informal discussion.

On the last day of the conference, a staff member from the Nevada State Department of Education described strategies for effective dissemination, and an evaluation specialist from the California State Department of Education outlined a plan for the evaluation of title II projects. Both of these presentations emphasized the importance of good management for program implementation. Time was also provided for discussion on revenue sharing.

In the final phase of the program, concerned with projections for continued action, stress was placed on closer cooperation with the National Right To Read

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Effort, title II support of reading projects of many different types and dimensions, and incorporation of the title II program and the Right To Read Effort in the total management plan of the State department of education.

Information about the 23 reading projects described in this report was supplied by ESEA title II coordinators and media and reading specialists in the State

departments of education of Connecticut, Florida, Iowa, Michigan, Missouri, New Hampshire, and New York; by the Nebraska Agent for Non-Public Schools; and by representatives of the Bureau of Indian Affairs. Reports on other reading projects of all types funded under title II may be submitted to: Dr. Milbrey L. Jones, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C. 20202.

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**ESEA Title II**

**Instant Précis - Reading Project**

**Title:** MODEL MEDIA COLLECTION, EMPHASIS ON MATHEMATICS, CROMWELL, CONNECTICUT

**Objectives:** To develop student interest and ability in mathematics and to encourage independent study in mathematics

**Project:** This project stresses learning how to use the media center in the study of mathematics and providing instructional media beyond the textbook and conventional classroom resources. Independent reading and study of significant mathematical topics, including recreational aspects of mathematics, are made possible by a well selected variety of books on the history of mathematics, biographies of mathematicians, comprehensive handbooks of mathematics experiments, mathematics puzzles and riddles, popular and serious mathematical journals, science fiction, programmed materials, and other learning aids. Library resources are used to individualize the mathematics program and as a means for gifted and average students to build and practice mathematical literacy.

**Number of pupils served:** 10,638 public elementary and secondary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$19,000 (print and audiovisual materials)

**Evaluation:** A cooperative effort of school principals, classroom teachers, and media personnel with assistance from State department of education personnel

**Further information:** Dr. Simon H. Moore, Superintendent, Cromwell Public Schools, Mann Memorial Dr., Cromwell, Conn. 06416

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**Title:** EXTENDED KINDERGARTEN LIBRARY - READING READINESS PROGRAM, BROOKLYN, NEW YORK

**Objectives:** To (1) provide materials and activities which will stimulate an interest in reading; (2) teach children listening and viewing skills; and (3) involve parents in stimulating reading readiness

**Project:** Extended kindergarten library programs for parents and children are being conducted weekly in several elementary schools. Children participate in story and picture book sessions, see films and filmstrips, and hear records. Parents also attend these programs, learning how to tell stories and read to their children. In addition, parents are provided with information on selecting library books for their children and inexpensive books for a home library. Books on child development are featured; information is made available on community resources, such as museums, zoos, and special programs, that encourage reading. In addition to the weekly school-based activity, a program is conducted monthly at the John Steptoe Library.

**Number of pupils served:** 430 public and 110 private elementary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$10,000 (books and audiovisual materials)

**Other Federal program assistance:** NDEA title III matching funds, \$11,075, for equipment

**Evaluation:** Questionnaire; statistical records; and teacher observations

**Further information:** Dr. Abraham P. Tauchner, Assistant Superintendent, Board of Education, 1010 Lafayette Ave., Brooklyn, N.Y. 11221; telephone; 212-452-1094

**Title:** MULTIMEDIA SERVICE PROJECT TO MOTIVATE INDIVIDUALIZED READING, WISNER ELEMENTARY SCHOOL, SCHOOL DISTRICT OF THE CITY OF PONTIAC, MICHIGAN

**Objectives:** To (1) develop the skill and desire to read; (2) expand the school community's interest in books and reading; and (3) improve work and study skills and habits

**Projects:** An individualized reading program is the major concern of the principal, teachers, librarian, and parents involved in this project. A variety of reading activities have been implemented in classrooms and library to motivate children to read, e.g., bulletin boards, biographical calendars, unusual book reports, special displays on authors. Three sixth-grade boys who read considerably below grade level got involved in reading through their interest in wrestling. Slow readers in upper grades read, re-read, and tape picture books and stories appropriate for younger children. Printed copies of the stories are available for children to follow the taped story as they listen. Fifth and sixth grade pupils are involved in book discussion groups. Parents serve as library volunteers and are frequently given book lists and other suggestions for reading activities for their children at home. Use of older pupils as tutors for younger ones has created an unusually friendly and open atmosphere among children in the halls and on the playground.

**Number of pupils served:** 415 public elementary school pupils

**Amount and type of title II grant:** Basic grant, \$1,204 (books, other printed materials, and audiovisual materials)

ESEA Title II

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Instant Precs - Reading Project (Cont.)

**Other Federal program assistance:** NDEA title III matching funds (\$1,980) used for audiovisual equipment and materials

**Evaluation:** Composite evaluation by all school personnel on changes in pupil behavior and attitudes toward books and reading; teacher-parent conferences

**Further information:** Dr. Dana P. Whitmer, Superintendent, School District of City of Pontiac, 350 Wide Track Dr., East; Dr. Rex Smith, Principal, Wisner Elementary School, 441 Oakland Ave., Pontiac, Mich. 40858; telephone: 313-332-6288

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**Title:** OPERATION SOME-MORE-TIME, NEBRASKA AGENT FOR NON-PUBLIC SCHOOLS, OMAHA, NEBRASKA

**Objective:** To make library materials available during the summer months, especially to children in small towns and rural areas

**Project:** The project was stimulated by concern over the relative inaccessibility of school library materials during the unbroken quarter-year which the summer months constitute. During the summer months of 1971, many children enrolled in Nebraska's private schools will be allowed to borrow from three to six books purchased under title II for the 3-month period. After these have been read, children will be encouraged to exchange them with other children who have also borrowed books. Each child will be asked to return, when school opens, only the same number of books borrowed (not necessarily the same titles). No penalty will be applied for losses. Schools will be compensated for any title II loss incurred by additional loans. Children not re-enrolling will be asked to see that their books are returned.

**Number of pupils served:** 6,000 elementary and secondary school pupils in 55 private schools

**Amount from title II for materials to be loaned:** \$15,000 (books and other printed materials)

**Evaluation:** Informal surveys of school administrators

**Further information:** Dr. Dean Lusinski, Nebraska Agent for Non-Public Schools, 4337 North 65th St., Omaha, Nebr. 68104; telephone: 402-651-1742

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**Title:** MODEL MEDIA COLLECTION, EMPHASIS ON INTERGROUP RELATIONS, BLOOMFIELD, CONNECTICUT

**Objectives:** To improve intergroup relations and to enable children to become successful readers

**Project:** A demonstration media collection emphasizing the acquisition of instructional media to improve intergroup relations serves three small school districts. Books, films, periodicals, and other media on many subjects and of varied maturity and difficulty are made available to extend understanding of situations and of people. The media are as current and timely as it is possible to

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obtain, and range from those for early reading experiences from the first to third grade to more complex and challenging media for youth in the upper grades. The approach to reading is designed to provide motivation while at the same time giving pupils appropriate and relevant materials with which to practice and reinforce literacy.

**Number of pupils served:** 700 public elementary and secondary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$19,000 (print and audiovisual materials)

**Evaluation:** Subjective evaluations of children and teachers; use of media; classroom achievement and grade retention

**Further information:** Dr. Herbert Chester, Superintendent, Bloomfield Public Schools, 785 Park Ave., Bloomfield, Conn. 06002

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**Title:** LEAPING TO LITERATURE, HARRY W. WILKINS SCHOOL, AMHERST, NEW HAMPSHIRE

**Objectives:** To improve reading performance including the ability to read critically, and to motivate interest in reading

**Project:** A fifth-grade teacher has initiated an individualized reading program in which common reading experiences offered in the classroom are enriched, reinforced, and extended through the use of additional reading material uniquely suited to the developmental needs of each pupil and reflective of student interests. Material used in the classroom is supplemented by less difficult books for outside reading. Reading guidance is a strong point of this project since a chief end sought is extensive private reading. Techniques used to make reading a voluntary, meaningful, and attractive activity for pupils have included construction of mobiles, creative writing, and dramatic skits for assembly programs.

**Number of pupils served:** 33 public elementary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$1,500 (books and other printed materials)

**Evaluation:** Reading performance tests; pupil self-evaluation

**Further information:** Mrs. Susan Barry, Harry H. Wilkins School, Amherst, N.H. 03031; telephone: 603-873-4411

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**Title:** BETHEL BOOKS BY AIR, BETHEL, ALASKA

**Objectives:** To (1) develop desirable attitudes toward reading; (2) improve achievement in reading and other subjects; (3) enrich through media the experiences of pupils living in isolated rural villages; and (4) provide professional materials for their teachers.

## Instant Précis - Reading Project (Cont.)

**Project:** A basic book collection housed at Bethel Agency serves a number of remote Alaskan village schools through an air delivery system. These schools are provided with a complete catalog of the collection in the main center so that pupils and teachers can request materials of special interest to them. Collections of materials are delivered by plane to each school every two weeks. Materials are chosen to cover a range of abilities and interests and to provide enriched experiences for isolated rural children. This program, operating within unique geographical restrictions, is an effort to provide cultural resources in homes where such opportunities are extremely limited.

**Number of pupils served:** 2,533 Indian pupils enrolled in schools conducted by the Bureau of Indian Affairs

**Amount and type of title II grant:** Basic grant, \$25,000 (books)

**Other Federal program assistance:** Title II project integrated with ESEA title I project (\$37,100) and an ESEA title III project (\$30,000).

**Evaluation:** Individualized testing of students before and after project begins; attitudinal surveys; teacher observation of behavioral change

**Further information:** Mr. S. William Benton, Education Program Administrator, Bethel Agency; Miss Isabelle Mudd, Administrative Librarian, Bethel Agency, Bethel, Alaska 99569

**Title:** DEVELOPMENTAL READING PROJECT, SPRINGFIELD R-XII SCHOOL DISTRICT, SPRINGFIELD, MISSOURI

**Objectives:** To (1) provide individualized reading instruction; (2) encourage independent reading; and (3) coordinate reading instruction with instruction in the content fields

**Project:** A developmental reading program has been installed in all seventh grade classrooms. Pupils are grouped heterogeneously in classes, but work in smaller groups according to their reading achievement. Group discussions and other planned activity are utilized to stimulate individual reading and study. Teachers are available to suggest directions, reading material, or whatever help the student needs. Establishment of this reading program was preceded by a 2-year study of the reading needs of seventh-grade pupils development of an inservice program in cooperation with the University of Missouri, and establishment of library collections to satisfy the interests, needs, and abilities of pupils.

**Number of pupils served:** 1,763 public junior high school pupils

**Amount and type of title II grant:** Special-purpose grant, \$14,104 (books, other printed materials, and audiovisual materials)

**Evaluation:** Standardized achievement and diagnostic tests

**Further information:** Mr. J. E. Kuklenski, Superintendent, Springfield R-XII School District, 940 North Jefferson Ave., Springfield, Mo. 65802

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**Title:** MODEL MEDIA COLLECTION, EMPHASIS ON HEALTH AND PHYSICAL EDUCATION, LITCHFIELD, CONNECTICUT

**Objectives:** To (1) stimulate student interest in health and physical education; (2) improve the learning atmosphere; and (3) encourage independent study

**Project:** Student interest in such current concerns as drug abuse, environmental/ecological education, family life, physical and mental health, and recreational activities formed the basis for selection of a diverse media collection serving schools in three communities. This specialized collection was intended to provide students with the motivation to read by giving them varied and appropriate materials to explore and to read, thereby extending their perception beyond the context of the common reading experience. The availability of relevant reading materials is intended as a catalyst for developing students' self-awareness, self-perspective, social consciousness, and value judgements.

**Number of pupils served:** 2,850 public secondary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$19,000 (print and audiovisual materials)

**Evaluation:** Assessment of student use of media; appraisal of student projects for development of problem-solving skills and creativity; analysis of student and teacher opinions and recommendations

**Further information:** Mr. Kenneth J. Lang, Jr., Superintendent, Litchfield Public Schools, Plumb Hill, Litchfield, Conn. 06759

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**Title:** LEARNING CENTER, MARY OUR QUEEN SCHOOL, OMAHA, NEBRASKA

**Objective:** To create an easily accessible learning center for the provision of services and media needed for effective teaching and learning

**Project:** An attractive two-room area staffed by a professional coordinator and 14 aides and stocked with substantial amounts of instructional materials and equipment supplements classroom activities in reading and study. Typewriters, equipment for listening and viewing, instructional games and puzzles, pictures, posters, charts individualized reading kits, and paperback books are on continuous display for the children's use and enjoyment. Teacher aides check reading progress in individual conferences with children and keep notes on their progress for the teachers' information. In working with reluctant and disadvantaged readers, the teacher aides concentrate on helping children overcome unfavorable emotional associations with reading, reflected in suspicion of books and of the person who suggests them.



**Instant Précis - Reading Project (Cont.)**

**Number of pupils served:** 573 private elementary school pupils

**Amount from title II for materials to be loaned:** Basic grant, \$5,600 (print and audiovisual materials)

**Evaluation:** Informal student-teacher surveys and case studies

**Further information:** Sister M. Menard Ruskamp, Principal, Mary Our Queen School, 3405 South 119th St., Omaha, Nebr. 68114

**Title:** NEW LANGUAGE ARTS PROGRAM, PALMETTO HIGH SCHOOL, PALMETTO, FLORIDA

**Objectives:** To improve reading interests, tastes, and habits and to help students become skillful and discriminating

**Project:** This secondary school language arts program is directed at both print and visual literacy. Instructional objectives for three phases of academic achievement provide for different ability levels in reading and film study. Multiple copies of novels, plays, poetry, and stories are used for classroom study. The program is based on use of reading material students will like. Classroom analysis and discussion of material read or films viewed is directed toward relating that material to life outside the classroom. Lists of books and films that deal with the same or similar concerns are made available.

**Number of pupils served:** 800 public secondary school pupils

**Amount and type of title II grant:** Basic grant, \$13,041 (printed and audiovisual materials)

**Evaluation:** Diagnostic testing and analysis of reading records

**Further information:** Dr. William Bashaw, Superintendent, and Mr. Dan Nolan, Supervisor, Language Arts, Manatee County Schools, Bradenton, Fla; Mr. Charles Johnson, Principal, Palmetto High School, Bradenton, Fla.

**Title:** SUMMER READING PROGRAM, AREA VII EDUCATIONAL MEDIA CENTER, WATERLOO, IOWA

**Objective:** To provide summer reading materials for students who normally have no access to library materials when school is not in session

**Project:** During the summer months, small collections of 2,000-3,000 books will be made available in 26 school districts for the use of pupils enrolled in 130 public and 20 private schools. School district administrators will assume responsibility for the program, some planning to employ students to handle loan procedures. Teachers will inform the students concerning the program and offer reading suggestions prior to the beginning of summer vacation. Parent contacts to

encourage participation in the summer program have been made through parent teacher and church groups.

**Number of pupils served:** 4,070 public and private elementary and secondary school pupils

**Amount and type of title II grant:** Basic grants, \$478,777 (printed and audiovisual materials)

**Evaluation:** Subjective reports of local school administrators

**Further information:** Mrs. Beverly Hinders Trost, Director-Librarian, Area VII Educational Media Center, 501 Jefferson St., Waterloo, Iowa 50701; telephone: 319-232-6621

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**Title:** *INTERDISCIPLINARY INDEPENDENT STUDY, WOODMERE JUNIOR HIGH SCHOOL NORTH, HEWLETT, NEW YORK*

**Objective:** To develop an independent study program in which students have free access to rich collections of instructional materials

**Project:** About 59 percent of pupils enrolled in this junior high school are involved in a voluntary program in which each student contracts for independent mini-courses which cover a wide range of subject areas and ability groupings. Students improve specific skills such as reading and writing while sampling subjects of particular interest. Courses could include exploration of a specific career choice, or such topics as "the Hero in Greek Mythology", and would include reading, listening experiences, viewing films and slides, writing reaction papers, and discussions with a faculty advisor. Each student moves at his own pace but is obligated to complete each course within a pre-determined period of time.

**Number of pupils served:** 849 public and 430 private secondary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$15,000 (print and audiovisual materials)

**Evaluation:** Questionnaires; anecdotal reports; data on use of media

**Further information:** Dr. Michael V. Santapolo, Superintendent, Hewlett-Woodmere Public Schools, 60 Everit Ave., Hewlett, N.Y.; Telephone: 516-FR-4-5200

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**Title:** *MODEL MEDIA COLLECTION, EARLY CHILDHOOD EDUCATION, NORWALK, CONNECTICUT*

**Objectives:** To (1) assist students in developing a more positive self-image; (2) improve student performance in oral communication skills, auditory discrimination, coordination, number concepts, and cognitive skills; (3) improve student involvement in learning; (4) develop diagnostic and prescriptive teaching techniques; and (5) involve parents in the educational program

## Instant Précis - Reading Project: (Cont.)

<b>Project:</b>	Norwalk's Pre-Reading Program, developed for Head Start and kindergarten pupils, is organized into three levels of difficulty, from concrete to abstract, in five major areas: auditory and visual discrimination, spatial relationships, muscular coordination, and oral language development. The title II grant provides materials for classroom use in achieving these skills and take-home packets for parents for reinforcing classroom instruction. Briefing sessions are held to orient parents in the purposes, materials, and methods followed in the reading program.
<b>Number of pupils served:</b>	350 public elementary school pupils (includes two kindergarten and one Head Start group)
<b>Amount and type of title II grant:</b>	Special-purpose grant, \$19,000 (print and audiovisual materials)
<b>Evaluation:</b>	Standardized tests; behavioral checklist; analysis of parent participation and records of use of materials at home; consultants' evaluation of teaching techniques
<b>Further information:</b>	Dr. Richard C. Briggs, Superintendent, and Dr. Vincent C. Cibbarelli, Director of Curriculum, Norwalk Public Schools, 105 Main St., Norwalk, Conn.

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<b>Title:</b>	DEVELOPMENTAL READING PROJECT, CHARLESTON R-I SCHOOL DISTRICT, CHARLESTON, MISSOURI
<b>Objectives:</b>	To improve reading and study skills and to stimulate student creativity and self-direction in the learning process
<b>Project:</b>	New learning experiences for each pupil are based on analysis of performance in reading and observation of learning style. Students spend time reading and studying independently but also participate in tutoring sessions with teachers, parents, teacher aides, and other students. About \$8 per pupil was expended under ESEA title II to provide the large quantities of books, recordings, pamphlets, visuals, periodicals, and other items needed to support this individualized program. Progress of this project will be disseminated by the school district through periodic press releases.
<b>Number of pupils served:</b>	336 public and 197 private elementary school pupils
<b>Amount and type of title II grant:</b>	Special-purpose grant, \$4,256 (books and audiovisual materials)
<b>Other Federal program assistance:</b>	Resources and personnel provided under ESEA title I and NDEA title III
<b>Evaluation:</b>	Comprehensive evaluation instrument prepared by Southeast Missouri State College; standardized achievement and diagnostic tests; cumulative reading records
<b>Further information:</b>	Mr. Thomas U. Wells, Superintendent, Charleston R-I School District, Charleston, Mo. 63834; telephone: 314-683-3377

**Title:** MODEL MEDIA COLLECTION, EMPHASIS ON OCEANOGRAPHY AND MATHEMATICS, STONINGTON, CONNECTICUT

**Objectives:** To encourage independent study for gifted pupils and to stimulate student interest in oceanography and mathematics

**Project:** An interdistrict media collection, focusing on mathematics and oceanography, serves secondary schools in three communities by providing high quality and advanced materials not generally available. Challenging reading, listening, and viewing experiences are provided for the maximum development of gifted pupils in pursuing independent study project and assignments, or their special interests and hobbies. The concern in this project is to build an atmosphere, an approach to learning, as well as attaining specific content goals.

**Number of pupils served:** 5,125 public secondary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$19,000 (print and audiovisual materials)

**Evaluation:** Pretesting and posttesting of student ability in problem-solving situations; use of media; analysis of student-developed projects as illustrations of student interest and skill

**Further information:** Dr. Thomas P. Curtin, Superintendent, Stonington Public Schools, 174 South Broad St., Pawcatuck, Conn. 02891

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**Title:** DEVELOPMENTAL READING PROJECT, UNION R-XI SCHOOL DISTRICT, UNION, MISSOURI

**Objective:** To improve reading achievement and study skills

**Project:** In preparation for the installation of a developmental reading program for all elementary schools in the district, University of Missouri specialists conducted a survey of reading needs. A reading workshop and a graduate level course in reading instruction prepared the teachers to conduct the new program. New techniques employed include the extensive use of library books and audiovisual media to individualize instruction, stimulate curiosity, and create an interest in reading.

**Number of pupils served:** 822 public elementary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$8,220

**Other Federal program assistance:** ESEA title I funds, \$3,500, used to provide a six-semester-hour graduate course in reading for 20 teachers

**Evaluation:** Standardized achievement, intelligence, and diagnostic tests

**Further information:** Mr. John M. Canfield, Superintendent, Union R-XI School District, Union, Mo. 63084; telephone: 314-583-2514

## Instant Précis - Reading Project (Cont.)

**Title:** PROMOTING READING IN THE ANN ARBOR SCHOOLS, ANN ARBOR, MICHIGAN

**Objective:** To guide pupils through the developmental stages of reading according to their specific abilities and interests

**Project:** A new reading policy in the Ann Arbor elementary schools is based on a survey of K-6 teachers. The survey indicated that children and teachers should be the primary influences in making choices of techniques and materials. Individualized reading is the technique most used, but in combination with flexible grouping of children according to age, ability, interest, social or academic needs, or other characteristics. Library and supplementary materials are carefully selected for individual needs, recognizing that success in reading often depends on the child's use of materials which appeal to him and with which he feels comfortable.

**Number of pupils served:** 11,421 public elementary school pupils

**Amount and type of title II grant:** Basic grant, \$450 (books); \$6,432 (audiovisual materials)

**Evaluation:** Individual reading records on materials used and progress of each child are kept and forwarded to subsequent teachers. The Ann Arbor Public Schools Research Department is developing further strategies for evaluation.

**Further information:** Miss Beverly Chamberlain, Reading Coordinator, Ann Arbor Public Schools, 1220 Wells St., Ann Arbor, Mich. 48104

**Title:** CENTRALIZED MULTIMEDIA RESOURCES, SALEM SCHOOL DISTRICT, SALEM, NEW HAMPSHIRE

**Objectives:** To (1) individualize instruction; (2) utilize the multimedia approach to learning; and (3) encourage increased student and teacher use of media

**Project:** Library resources beyond reading texts and classroom resources are provided for children in eight elementary schools to give them the depth, breadth, and variety of reading experiences essential for fostering a lifetime interest in reading. The materials were selected to provide a means of integrating reading with other curricular subjects, including health education, mathematics, and social studies. Selected, prize-winning children's books are read aloud by teachers to stimulate interest in further reading. To meet the needs of slow and reluctant readers, a wide variety of very easy reading materials, including records, and audiovisual materials are made available.

**Number of pupils served:** 2,300 public elementary and secondary school pupils

**Amount and type of Title II grant:** Basic grant, \$2,500 (print and audiovisual materials)

**Other Federal program assistance:** Coordinate with an ESEA title I reading project

**Evaluation:** Student and staff surveys; use of media; reading performance

**Further information:** Mr. Paul O. Johnson, Superintendent, Salem School District, Salem, N.H. 03079

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**Title:** INDIVIDUALIZED READING PROJECT, HARRY S. TRUMAN ELEMENTARY SCHOOL, ROLLA PUBLIC SCHOOLS, ROLLA, MISSOURI

**Objectives:** To (1) develop an individualized reading program; (2) motivate the development of good reading habits; and (3) encourage the continuation of reading interests

**Projects:** A traditional classroom has been divided into six learning areas according to skills and student interests. The areas are designed for leisure reading, development of specific reading skills, and listening and viewing. Students work on different tasks, with access to a wide range of materials, and move readily from one activity to another. There is considerable freedom, with student interest a primary factor. Frequent student-teacher conferences also provide for considerable direction and order in the process. Reading, listening, and viewing experiences are shared through student-designed activity.

**Number of pupils served:** 280 public elementary school pupils

**Amount and type of title II grant:** Special-purpose grant, \$2240 (books, other printed materials, and audiovisual materials)

**Evaluation:** Standardized achievement and diagnostic tests; teacher observations

**Further information:** Dr. John E. Roam, Superintendent, Rolla Public Schools, 8th and Cedar St., Rolla, Mo. 65401

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**Title:** READING CURRICULUM CENTER, DANBURY, CONNECTICUT

**Objectives:** To provide pupils and teachers with appropriate media for reading development and to improve skill and interest in reading.

**Projects:** An interdistrict reading curriculum center serves several school districts by giving assistance to school personnel engaged in assessing the status of reading programs and adjusting their programs to reflect current needs. Title II supports the center's activities through the provision of media appropriate for implementing the curriculums planned. Teacher analysis of the materials read will be used for guidance in future selections and teacher use of materials for teaching reading. Students will thus exercise much control over the selection of materials by the simple and direct procedure of reading and enjoying the books. Teachers will be given opportunities to discuss materials found particularly useful. Videotapes will be used for demonstrations of effective classroom use of materials.

**Number of pupils served:** 3,500 public elementary and secondary school pupils

ESEA Title II

Instant Précis - Reading Project (Cont.)

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**Amount and type of title II grant:** Special-purpose grant, \$98,000 (print and audiovisual materials)

**Evaluation:** An instrument is being developed to obtain reactions of school personnel and outside consultants. State department of education personnel will make an on-site visit for evaluation purposes.

**Further information:** Mr. Edward A. Sillari, Superintendent; Mr. John A. Wolfkeil, Assistant Superintendent. Mill Ridge, Danbury Public Schools, Danbury, Conn. 06810

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**Title:** LANGUAGE EXPERIENCE APPROACH TO READING PROFICIENCY, SOUTH RANGE ELEMENTARY SCHOOL, DERRY, NEW HAMPSHIRE

**Objectives:** To motivate interest in reading and to improve ability to evaluate reading material

**Project:** Selected pupils who have reading difficulties meet in small groups with a reading teacher to read from individually selected library materials. Pupils have a wide choice of reading matter and their preferences are decisive in the selection of materials to be used. Reading sessions are held in the library where materials are readily available. Definite progress in reading has been noted in most cases and decidedly heightened interest evidenced by all pupils who have participated. Parental approval of the program has also been noted.

**Number of pupils served:** 35 public elementary school pupils (About this number in program each year since 1965)

**Amount and type of title I grant:** Special-purpose grant, \$6,500 (books and printed materials)

**Other Federal program assistance:** Reading teacher provided under ESEA title I

**Evaluation:** Observation of pupil attitudes; achievement of pupils; use of materials; evidence of parental interest

**Further information:** Mr. Bernard Ellis, Superintendent, Derry Public Schools; Miss Ann Lowery, School Library Director, Derry Public Schools, 23 South Main St., Derry, N.H. 03038

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**Title:** DEVELOPMENTAL READING PROJECT, WEST PLAINS R-VII SCHOOL DISTRICT, WEST PLAINS, MISSOURI

**Objective:** To enable pupils to reach their maximum potential in reading through the use of materials geared to individual needs

**Project:** A countywide project, Curriculum Laboratory To Initiate Planning of Programs for Experimentation in Reading (CLIPPER), installed a comprehensive reading program, grades K-12, in this predominantly rural area. The title II project provides materials to support this junior high school developmental

reading program which coordinates language arts and social studies. A reading specialist is available to work with students having particular difficulties.

**Number of pupils served:**

675 public junior high school pupils

**Amount and type of title II grant:**

Special-purpose grant, \$6,750 (books, other printed materials, and audiovisual materials)

**Other Federal program assistance:**

Coordinated with an ESEA title III project, Curriculum Laboratory to Initiate Planning of Programs for Experimentation in Reading (CLIPPER) and an ESEA title I reading project

**Evaluation:**

Standardized achievement, diagnostic, mental maturity, and intelligence tests

**Further information:**

Dr. E.R. Dalrymple, Superintendent, West Plains R-VII School District, P.O. Box 87, West Plains, Mo. 65775