

DOCUMENT RESUME

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TITLE Project ERA (Early Reading - Readiness Achievement);
End of Budget Period Report.

INSTITUTION Ames Public Schools, Iowa.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

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Title III

ABSTRACT

This project report describes pilot programs of the Ames Community School District for two school years, 1973-74 and 1974-75. The purposes of the pilot programs were to ascertain whether objectives were met, to consider the appropriateness of activities and materials, to determine the validity of the test measure, to assess the degree to which children can function independently at learning centers, and to ascertain the gains made on a standardized measure. The contents of the report include: "Part One--Statistical," which contains information on the budget, project staff activity, and total school enrollment and project participants; "Part Two--Narrative," which discusses pilot evaluation for 1973-74, pilot expansion and evaluation for 1974-75, and procedures utilized for dissemination; and "Part Three--Evaluation," which discusses procedures utilized for dissemination of information. Appendixes include monitoring data, Ames inventory of developmental skills, table of contents from handbooks, lists of materials, and monitoring forms. (WR)

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PROJECT ERA

EARLY

READING - READINESS

ACHIEVEMENT

End of Budget

Period Report

Title III

Elementary and Secondary Education

Act of 1965, P. L. 89-10

Submitted to Consultant, Title III, ESEA

Department of Public Instruction

Des Moines, Iowa

by

Ames Community School District

Ames, Iowa

April 1, 1975

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State of Iowa--Department of Public Instruction
 STATISTICAL REPORT--Form 001, Page 1
 Title III ESEA (P.L. 89-10)

Section A: General Project Information

1A. Classification of Project

Central City

Geographically Isolated

Programs for Minority Groups

Pre-Kindergarten Programs

Programs for Handicapped

Other (Specify)

1B. Check the category which best describes your project

Innovative

Exemplary

2. Project Title

Early Reading-Readiness Achievement

3. Name of Applicant (Local Education Agency)

Ames Community School District

4. Address of Applicant (Number, Street, City, State, Zip)

120 South Kellogg, Ames, Iowa 50010

5. Name of County

Story

6. U.S. Congressional District Number(s)

Fifth

7. Project Director

Name

Address

Phone

Frances Long

120 South Kellogg
Ames, Iowa 50010

(515) 232-3400

8. Contact Person for Project

Name

Address

Phone

Frances Long

120 South Kellogg
Ames, Iowa 50010

(515) 232-3400

9. Person Authorized to Receive Grant

Name

Position

Address

Phone

Joe W. Stratton Secretary

120 South Kellogg
Ames, Iowa 50010

(515) 232-3400

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to file this application.

Joe W. Stratton
(Signature of person authorized to receive grant)

April 1, 1975
Date of Application

(Continued on Next Page)

STATISTICAL REPORT--Form 001, Page 2
Title III ESEA (P.L. 89-10)

Section B(cont.)

12. Maintenance of Fiscal Effort	13. Total Number of LEA's Served
a. Estimated Current General Fund Expenditures. Fiscal Year Ending June 30, 1975	\$ 7,961,552
b. Preceding Year, FY Ending June 30, 1974	\$ 7,261,552
c. Second Preceding Year, FY Ending June 30, 1973	\$ 6,743,169

Section B: Title III Budget Summary for Project

	Grant Number	Beginning Date (Month, Year)	Ending Date (Month, Year)	Funds Requested
a. Initial Application or Resubmission				\$
b. Application for First Continuation Grant				\$
c. Application for Second Continuation Grant	72-C 2013	1,75	12,75	\$ 28,333
d. Total Title III Funds				

2. Complete the following items only if this project includes improvements to sites, remodeling, or leasing of facilities for which Title III funds are requested.
Leave blank if not appropriate.

Type of Function	Title III Funds Requested
a. Remodeling (\$2,000 or less)	\$
b. Leasing	\$
c. Improvements to Sites	\$

Section C: Total School Enrollment and Project Participants

1	Pre-Kinder- garten	Kinder- garten	Grades 1-6	Grades 7-12	Total Students	Teachers Engaged in In-Service Training	Other Teachers	Para- Profession- als
a. Total School Enrollment		423	2509	2691	5,623	15		
(1) Public								
(2) Non-Public		15	126		126	0		
b. Project Participants		423			423	15		
(1) Public								
(2) Non-Public								
(3) Not Enrolled								
					Total Student Participants	5,623		

2	White	Negro	American Indian	Puerto Rican	Oriental	Mexican- American	Other (Specify)	Total*
	5,496	44	1		48		Spanish Sur. 34	5,623

State of Iowa Department of Public Instruction

BUDGET SUMMARY Form 002

Title III-ESEA (P.L. 89-10)

ACCOUNT CLASSIFICATION	ACCT NO	EXPENSE CLASSIFICATION			EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
		PRO PERSONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES			
Agency Name and Address: Local Agency Ares Community School District, 120 South Kellough, Ares, Iowa 50010		Funds for Handicapped Children \$					
Project Number 02013		Budget Period			1-1-74		
Expenditure Account		Beginning			12-31-74		
1	00	9,547.15	5,257.53	9,234.07			
2	200	7,322.15	12,009.06	7,307.36		902.69*	28,981.96
3	900						
4	900						
5	900						
6	600			114.56			114.56
7	700						
8	900	1,068.60	1,469.71				2,538.31
9	800						
10	900						
11	1000						
12	1100						
13	1200						
14	1200						
15	1200						
16	1200						
17	11A Funds						57,298.95
18	Title III Funds						
19	Title III Grant						
20	Unexpended balance of Title III Funds (Line 19 Col 10 minus Line 18 Col 10)						-631.95

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD *Dissemination

Signature of Person Authorized to Receive Grant

Joe W. Stratton
Secretary

Date Reported 4-1-75



STATISTICAL REPORT--Form 001, Page 3
 Title III ESEA (P.L. 89-10)

Section C (cont.)

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS					
PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY LOW-SOCIO- ECON AREA	OTHER CENTRAL CITY	OTHER URBAN
Percent of Total Number Served (Based on total given in Section C1b)		100%			

SECTION D - TITLE III PROJECT STAFF - ALL PROJECTS ACTIVE DURING FISCAL YEAR

PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	Reg. Staff Assigned to Project				New Staff Hired For Project				
	NUMBER FULL-TIME	PART-TIME		TOTAL FULL TIME EQUIV (Col 2+4)	NO. FULL-TIME	PART-TIME		TOTAL FULL-TIME EQUIV. (Col. 6+8)	
		NO. OF PERSONS	F.T.E.			NO. OF PERSONS	F.T.E.		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
1. ADMINISTRATION, SUPERVISION		1	.15	.15	1				
2. TEACHERS									
(a) Pre-Kindergarten									
(b) Kindergarten									
(c) Grades 1-6									
(d) Grades 7-12									
(e) Other									
3. SUBJECT MATTER SPECIALISTS (Artists, Scientists, Musicians, etc.)						6	.15	.15	
4. TECHNICIANS (Audio-visual, Computer Specialists, etc.)									
5. OTHER PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance Workers)									
6. MEDICAL AND PSYCH PERSONNEL									
7. RESEARCHERS, EVALUATORS									
8. PLANNERS AND DEVELOP						10	1.5	1.5	
9. DISSEMINATORS (Writer, Pub. Rel. Personnel, Editors, etc.)									
10. OTHER PROFESSIONAL STAFF									
11. PARA-PROFESSIONAL, Teacher Aides, etc.						6	2	2	
12. OTHER NON-PROF. Clerical, Bus Driver, etc.					1			1	

EARLY READING-READINESS ACHIEVEMENT
AMES COMMUNITY SCHOOL DISTRICT
AMES, IOWA
ESEA, TITLE III
PROJECT NUMBER 02013
INTRODUCTION

During the 1973-74 school year pilot programs were carried out in six kindergarten classrooms. The purposes of the pilot programs were:

- a. To ascertain whether objectives were met.
- b. To consider the appropriateness of activities and materials.
- c. To determine the validity of the test measure.
- d. To assess the degree to which children can function independently at learning centers.
- e. To ascertain the gains made on a standardized measure.

Based on the information secured during the pilot program certain modifications have been incorporated in the programs implemented during 1974-75. The major modifications occurred in the test measure and the proficiency level of the objectives.

The entire kindergarten staff elected to participate in one or more programs during the 1974-75 school year. Information gathered during this implementation year will assist in further refinement of test measures and activities.

One question we are addressing ourselves to is whether the number of programs influences gains made on a standardized measure.

YEAR END REPORT
PART II
NARRATIVE

SECTION I. OBJECTIVES AND EVALUATION

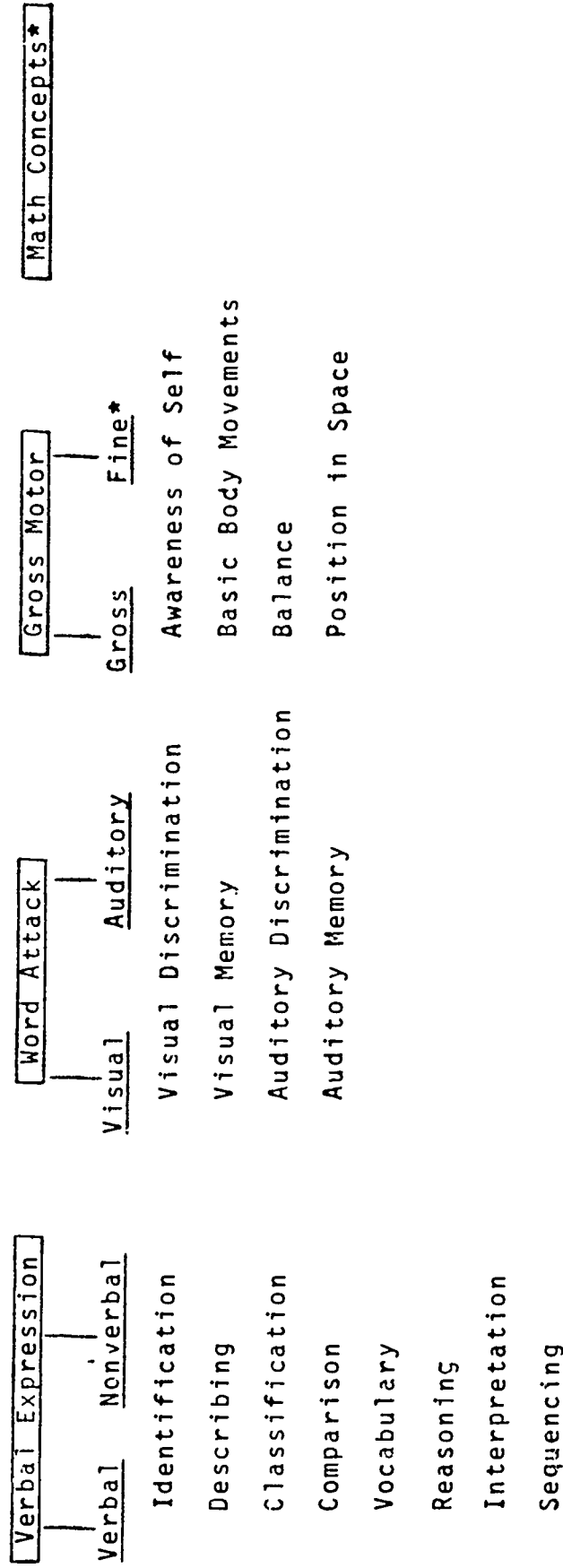
The Ames Community School District has been concerned about the pre-reading or language development curriculum offered at the kindergarten level. Title III Project ERA was written in an endeavor to implement a curriculum that would more nearly meet the individual needs of the child.

The learner needs were identified to all kindergarten and first grade teachers at a district in-service meeting. Learner needs were documented by: subtests of Stanford Achievement Test, Gates-MacGinitie Reading Readiness, and Peabody Picture Vocabulary Test. Teachers were then given the opportunity of becoming members of the Kindergarten Program Planning Committee. A random selection of nine participants was made from the group that volunteered.

The initial goals of the Kindergarten Program Planning Committee were to identify the program structure and the performance objectives for the program (see Figure 1). Upon completion of the committee work, the objectives were presented to the remainder of the kindergarten staff. They were asked to verify that the selective objectives were, in fact, performance objectives of their students.

From the original group of nine members of the Kindergarten Program Planning Committee, six were randomly selected to work on the Summer Kindergarten Writing Committee. The committee assisted in developing the initial activities for the three

Figure 1
Kindergarten Program Structure As
Identified by Kindergarten Program Planning Committee



*Treatment programs not available at this time.

skill programs, and suggested items to be included in the Ames District Criterion-Reference Test Measure.

Three assumptions were utilized in formulating the basis for the instructional activities. They were as follows:

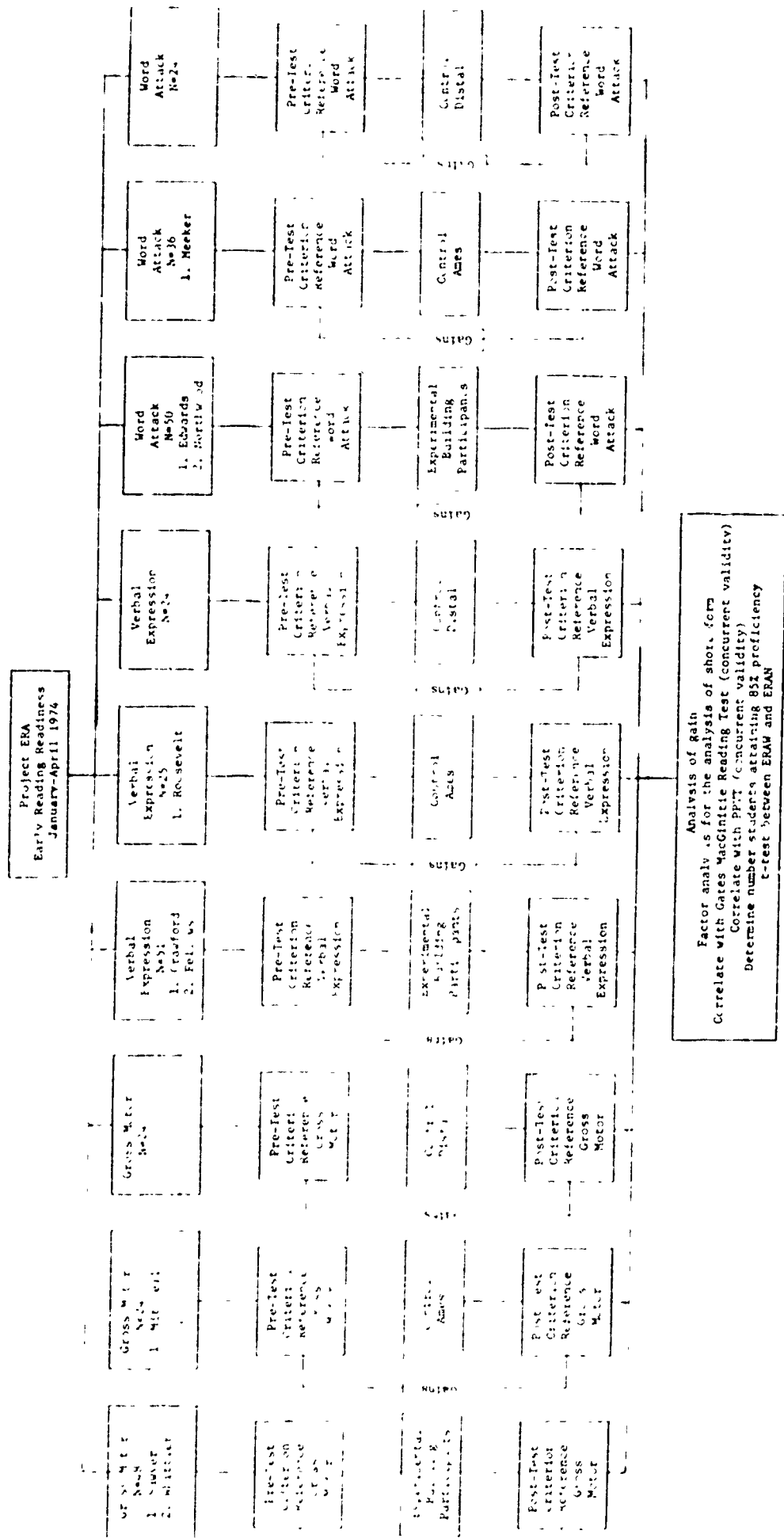
(1) that cognitive development is facilitated by the mastery of the structure of the language, (2) development of visual and auditory skills will facilitate the decoding process, and (3) awareness and development of movement skills will enhance the prospects for form perception.

PROCEDURES

A. Research Design (See Figure 2)

1. During the second semester of the 1973-74 school term, pilot projects were carried out in six classrooms with a sample consisting of 149 students.
2. Four groups were identified for comparisons in each of the pilot projects. They were: a) experimental group ERAW, the teacher had been involved in developing the specific activities that were written for the program; b) experimental group ERAN, the teacher was aware of the objective to be met, but did not assist in writing the activities; c) Ames Control, the teacher had agreed that this was an objective for her class; d) Distal Control, a teacher in a comparable neighboring community that had agreed that this was an objective for her class.
3. Pre and post test measures on Peabody Picture Vocabulary Test, Gates-MacGinitie Reading Readiness, and Ames District Criterion-Reference Test were administered to all experimental and control groups. The pre tests were administered prior to implementation of programs and post tests on equivalent forms were given immediately after the nine weeks of the experimental program.
4. Gain scores were computed for word attack, verbal expression, and gross motor.
5. Statistical analyses were then carried out on the above gains to determine if any significant changes had occurred.

Figure 2
 Schema Utilized For Research Design



B. Instructional Design

1. The learners were organized within self-contained classrooms for thirty-minute instructional periods each day for nine weeks.
2. Instructional activities were carried out in three randomly selected groups within each experimental classroom. Each group consisted of eight students assigned to a teacher or teacher associate. (Teacher associate is a certified classroom teacher.)
3. The groups were rotated on a three-week basis, thus each child had the opportunity to be under the direction of the classroom teacher three weeks during the nine week experimental program.
4. The teacher or teacher associate assigned instructional activities within her group of eight.
5. The lessons were initiated through the procedures outlined within each identified activity. To allow the child additional experience with that activity or skill, the self-directed activity was utilized. The self-directed activities were so constructed that a minimum amount of instructional direction and monitoring was required by the teacher.
6. Teachers involved in implementing the program received one day of in-service training prior to implementation of the program.
7. Two teacher associates were assigned to each experimental program. They served as the associates in both schools where the programs were implemented. Prior to participation in the program the teacher associate participated in two and one-half days of in-service.

The data analysis is presented by performance objective in tabular form, to include pre-post test mean scores, mean gain scores, number of students attaining an 85 percent proficiency level, t-test between the ERAW and ERAN groups and correlations between the Gates-MacGinitie Reading Test, the PPVT, and the ERA Gross Motor, Verbal Expression and Word Attack Tests.

YEAR END REPORT
PART II
NARRATIVE
SECTION I. OBJECTIVES AND EVALUATION

A. PILOT EVALUATION - 1973-74

Performance Objective #1 - Gross Motor

Upon completion of the school year, the kindergarten students will, on the average, demonstrate an 85 percent proficiency in the articulation level of gross motor skills as shown by their coordination and control of large muscle movements, as measured by the Ames District Criterion-Referenced Test.

TABLE 1

GROSS MOTOR TOTAL SCORE

Group	Number of students	Average score	Average percent correct	Number of students attaining 85%
ERAW	22	233.5	66	0
ERAN	22	229.3	64	0
AMES	21	207.1	58	0
DISTAL	19	192.3	54	0

NOTE: Possible score 356

The data displayed in Table 1 includes the average score of each group, the average percent of items correct and the number of students attaining 85 percent or more of the items. In order to master 85 percent of the items, a score of 303 out of 356 was required. Although the ERAW and ERAN groups did not attain a score of 303, both groups scored higher in gross motor development than the two control groups. The ERAW group had a higher mean score (233.5) and a greater percentage of the items correct (66 percent) than did the other three groups. None of the groups had students who attained scores of 303, therefore no students attained the 85 percent proficiency level. A further analysis of the data is presented in Tables 2, 3, and 4.

TABLE 2
STUDENTS ATTAINING 85 PERCENT OR MORE BY SUBTEST

Group	Number of students	Body Awareness 56 items	Basic Body Movement 32 items	Balance 15 items	Position in Space 14 items
ERAW	22	0	11	0	3
ERAN	22	0	14	0	6
AMES	21	0	3	0	1
DISTAL	19	0	2	0	0

The data in Table 2 presents the number of students who correctly responded to 85 percent or more of the items on each of the four Gross Motor subtests. The possible number of test items are listed with each subtest. The Body Awareness and Balance Subtests were not mastered by students in any of the four groups. The ERAW and ERAN students were more successful in Basic Body Movements and Position in Space Subtests than the other groups. It should be noted that 57 percent of the ERA students met the expectancy in Basic Body Movements while 20 percent accomplished the desired performance with Position in Space.

TABLE 3
MEAN GAIN SCORES

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	22	179.50	233.50	54.00
ERAN	22	172.95	229.32	56.36
AMES	21	175.76	207.05	31.29
DISTAL	19	167.68	192.26	24.58

NOTE: Possible score 356

The mean gain scores of each group are depicted in Table 3. The greatest gains were indicated by the ERAN group. Both the ERAW and the ERAN groups demonstrated much larger gains than did the AMES and DISTAL groups.

TABLE 4
ERAW AND ERAN
Mean Gains and t-tests

Gross Motor Skills	ERAN Mean Gain	ERAW Mean Gain	t-test
Body Awareness	.82	2.41	1.41
Basic Body Movements	42.14	28.00	-4.96*
Balance	6.23	11.77	3.32*
Position in Space	7.18	11.82	.99
Total	56.36	54.00	-.55

*Significant at .05 level $t(N=46, df=44) = 2.02$

Significant gains are displayed in Table 4. The gains demonstrated by the ERAW group in Balance were significant at the .05 level. The ERAN group displayed significant gains at the .05 level in Basic Body Movements. Otherwise no significant gains were documented.

Conclusion

The Gross Motor performance objective was not accomplished although two of the subtests yielded results that indicated 57 percent of the ERA students were successful in Basic Body Movements and 20 percent of the ERA students met the desired expectancy with Position in Space. The ERA students demonstrated significant gains at the .05 level of confidence in Basic Body Movements and Balance.

Limitations

- 1) A weighted score was used in evaluating the student's performance. Evaluators tended to have higher expectations than during the pre-test.
- 2) The ERAN group participated three weeks longer than the ERAW group.
- 3) The handbook of activities was not complete for position in space.
- 4) Some equipment for the program did not arrive on schedule.

Performance Objective #2 - Verbal Expression

Upon completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the comprehension of verbal expression by being able to imitate language patterns, communicate ideas effectively in complete sentences and express their needs and feelings as measured by the Ames Criterion-Reference Test.

TABLE 5

VERBAL EXPRESSION TOTAL SCORE

Group	Number of students	Average score	Average percent correct	Number of students attaining 85%
ERAW	20	63.7	73	0
ERAN	24	61.3	70	1
AMES	20	63.9	73	3
DISTAL	23	61.2	70	2

NOTE: Possible score 87

The data in Table 5 presents the average score, the average percent of correct items, and the number of students correctly responding to 85 percent or more of the items. Few students attained 85 percent of the verbal expression items. In order to meet the objective, a score of 74 out of 87 was required. The average score for all groups ranged from 61 to 63, considerably less than expected. The most successful groups were the ERAW (73 percent) and the AMES (73 percent) groups, although their percentages were 12 percent less than the 85 percent expected. The data for further analysis are presented in Table 6 through Table 8.

TABLE 6
STUDENTS ATTAINING 85 PERCENT OR MORE BY SUBTEST

Group	Number of students	Identification	Description	Classification	Comparison	Vocabulary	Reasoning	Interpretation	Sequencing
ERAW	20	20	3	20	20	19	19	20	17
ERAN	24	19	2	22	23	21	23	23	21
AMES	20	17	1	18	17	16	19	17	16
DISTAL	23	11	4	23	23	17	20	23	11

The subtests results are depicted in Table 6. All groups had a majority of their students meet the 85 percent expectancy in Classification, Comparison, Vocabulary, Reasoning, and Interpretation. The Distal group was not as successful with Identification and Sequencing. All groups did not perform as expected on the Description Subtest.

TABLE 7
MEAN GAIN SCORES

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	20	61.60	63.65	2.05
ERAN	24	60.58	61.33	.75
AMES	20	63.55	63.85	.30
DISTAL	23	61.26	61.17	-.09

NOTE: Possible score 87

As displayed in Table 7, the ERAW group demonstrated the greatest gain, with the DISTAL group exhibiting the least gain. In all groups, the gain was minimal.

TABLE 8
ERAW AND ERAN
Mean Gains and t-tests

Verbal Expression	ERAN Mean Gain	ERAW Mean Gain	t-test
Identification	-1.21	-1.40	-.37
Description	5.83	6.75	.52
Classification	.00	.20	1.00
Comparison	.04	.00	-.18
Vocabulary	-.38	.40	2.11*
Reasoning	1.58	2.05	1.12
Interpretation	.25	.20	-.19
Sequencing	.46	.60	.38
Total	.75	2.05	1.21

*Significant at .05 level $t(N=46, df=44) = 2.02$

The only significant difference computed was the ERAW significant gain in Vocabulary. Although not significant, the ERAW demonstrated greater gains in Description, Classification, Reasoning, and Sequencing. Overall, the ERAW demonstrated a greater total mean gain in Verbal Expression, a 2.05 compared with a .75.

Conclusion

The Verbal Expression performance objective was not attained, but the ERAW and ERAN groups did demonstrate greater success and greater gains than the other two groups. Overall the ERAW group displayed greater attainment.

Based on monitoring data it appeared that equal time was spent on self-directed and teacher-directed activities with the exception of the ERAN. This group utilized more self-directed activities. (Appendix A.)

Limitations

- 1) Some of the subtests did not contain enough items for measurement purposes.
- 2) Students could not recognize some of the illustrations used on the Identification Subtests.
- 3) The Description Subtest was not a comparable subtest in scoring value to the other subtests.

Performance Objective #3 - Word Attack

Visual Discrimination: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the application of total word form discrimination by being able to match multiple letter words, as measured by the Ames District Criterion-Reference Test.

Auditory Discrimination: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the application of sound discrimination by being able to identify beginning, ending, and medial sounds, as measured by the Ames District Criterion-Reference Test.

Visual Memory: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the application of visual memory by being able to recall a total word, as measured by the Ames District Criterion-Reference Test.

Auditory Memory: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the application of auditory memory by being able to recall a series of directions, words, and sentences in sequential order, as measured by the Ames District Criterion-Reference Test.

TABLE 9
WORD ATTACK TOTAL SCORE

Group	Number of students	Average score	Average percent correct	Number of students attaining 85%
ERAW	24	91.7	62	4
ERAN	23	86.2	59	1
AMES	34	85.7	58	3
DISTAL	21	58.6	40	1

NOTE: Possible score 147

As indicated in Table 9, the ERAW and AMES groups had the most successful students, although the desired score of 125 out of 147 was not attained by any group. The highest average score was attained by the ERAW group (91.7). The 85 percent average correct category was not attained, although the ERAW group achieved the highest score of 62 percent.

TABLE 10
STUDENTS ATTAINING 85 PERCENT OR MORE BY SUBTEST

Group	Number of students	Visual Discrimination	Visual Memory	Auditory Discrimination	Auditory Memory
ERAW	24	21	10	4	8
ERAN	23	22	2	1	7
AMES	34	29	16	3	16
DISTAL	21	14	2	1	7

As depicted in Table 10, all groups with the exception of the DISTAL group performed successfully in Visual Discrimination. The AMES group was the most successful with Visual Discrimination and Auditory Memory; all groups were unsuccessful with Auditory Discrimination.

TABLE 11
WORD ATTACK MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	66.83	91.67	24.84
ERAN	23	59.96	86.17	26.21
AMES	34	73.24	85.68	12.44
DISTAL	21	43.95	58.67	14.72

NOTE: Possible score 147

The greatest mean gains were accomplished by the ERAW and ERAN groups in Word Attack skills. The gains were doubled in comparison to the AMES and DISTAL groups.

TABLE 12
VISUAL DISCRIMINATION MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	11.17	12.54	1.37
ERAN	23	11.26	12.65	1.39
AMES	34	11.32	12.44	2.12
DISTAL	21	8.14	11.71	3.57

NOTE: Possible score 14

Table 12 data indicates that all groups attained a post-mean score of 12 or 85 percent in Visual Discrimination. The highest mean score was attained by the ERAN group. The greatest gain was demonstrated by the DISTAL group.

Entrance skill in visual discrimination was higher than that expected for ERAW, ERAN, and AMES.

TABLE 13

AUDITORY DISCRIMINATION MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	42.71	65.13	22.42
ERAN	23	35.22	59.78	24.56
AMES	34	48.71	58.03	9.32
DISTAL	21	23.95	33.86	9.91

NOTE: Possible score 112

The data displayed in Table 12 indicates that the greatest gains were made by the ERAN (24.56) and the ERAW (22.42) groups. The ERAN group displayed the best gain in Auditory Discrimination. All groups mastered much less than the score of 95 that was expected. The ERAW group was nearest with a post-mean score of 65.13.

TABLE 14

VISUAL MEMORY MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	4.58	6.21	1.63
ERAN	23	5.09	5.57	.48
AMES	34	4.91	6.32	1.41
DISTAL	21	4.24	5.05	.79

NOTE: Possible score 9

As indicated in Table 9, the ERAW group (1.63) and the AMES group (1.41) demonstrated the greatest mean gains. The ERAN group (.48) displayed the least gain in Visual Memory. The expected post score was eight out of nine. Note that the ERAW and the AMES groups displayed post scores of 6.21 and 6.32.

Monitoring data indicates that a lesser amount of instructional time was given to visual memory activities. The amount of time allotted to visual memory activities accounts for mean gains. (Appendix A.)

TABLE 16
ERAW AND ERAN
Mean Gains and t-tests

Word Attack	ERAN Mean Gain	ERAW Mean Gain	t-test
Visual Discrimination	1.39	1.39	.02
Visual Memory	.48	1.63	2.09*
Auditory Discrimination	24.57	22.42	-.43
Auditory Memory	-.22	-.58	-.64
Total	26.22	24.83	-.27

*Significant at .05 level
t(N = 46, df = 44) = 2.02

TABLE 15
AUDITORY MEMORY MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	8.38	7.79	-.58
ERAN	23	8.39	8.17	-.22
AMES	34	8.29	8.88	.59
DISTAL	21	7.62	8.05	.43

NOTE: Possible score 12

Table 15 displays data relative to Auditory Memory scores. Both ERAW and ERAN yielded regression scores. The AMES group demonstrated the largest gain (.59). A score of ten was expected, while both pre and post scores yielded an eight.

In Table 16, the only significant gain was demonstrated by the ERAW group in Visual Memory. The ERAN group demonstrated greater gains in Auditory Discrimination and Memory. Overall there were no significant differences in gains by the ERAW or the ERAN groups.

Conclusion

Although the performance objective was not accomplished, the distinction can be made that the Ames schools' gains were greater than the Distal schools. Also, the ERAW gains in Word Attack were greater than the other groups overall.

Tables 17 and 18 display the correlations computed between the five various tests that were utilized in the ERA Project.

Limitations

A. Testing

- 1) The student was asked to retain three words and then discriminate the two matching sounds.
- 2) All students were not administered the complete test. Students that missed six items were terminated at that point.
- 3) Too many items were in the auditory discrimination subtest.

B. Materials and Instruction

- 1) All materials were not completed prior to implementation of experimental program.
- 2) Limited number of activities within the medial sounds category.

TABLE 17

PRE-TEST CORRELATION TABLE

	Gates McGinitie	PPVT
Gates McGinitie	1.00	.52
PPVT	.52	1.00
Gross Motor	.60	.34
Verbal Expression	.39	.29
Word Attack	.70	.46

TABLE 18
POST-TEST CORRELATION TABLE

	Gates McGinitie	PPVT
Gates McGinitie	1.00	.59
PPVT	.59	1.00
Gross Motor	.51	.27
Verbal Expression	.50	.23
Word Attack	.72	.60

Correlations ranging from .35 to .65 are statistically significant beyond the one percent level. With correlations around .50, crude group prediction may be achieved. As a correlation of .50 between a test and the performance predicted only indicates 25 percent common variance, it is obvious that predictions based on a correlation this low can be expected to be frequently in error.

Correlations within this range, however, are useful when combined with other correlations into a multiple-regression equation. Combining several correlations in this range can in some cases yield individual predictions that are correct within an acceptable margin of error. Correlations at this level used singly are of little or no use for individual prediction because they yield only a few more correct predictions than could be accomplished by guessing or by using some chance selection procedure.

Correlations ranging from .65 to .85 make possible group predictions that are accurate enough for most purposes. As we move toward the top of this range, group predictions can be made very accurately, usually predicting the proportion of successful candidates in selection problems within a very small margin of error. Near the top of this correlation range individual predictions can be made that are considerably more accurate than would occur if no such selection procedure were used.

RECOMMENDATIONS

Visual Discrimination

Students evidenced a higher level of readiness, already developed, in this skill and performed better than anticipated on the pre testing. Even though pre test scores were high, the mean gains reflect that students having problems in this area do benefit from use of the ERA materials.

Visual Memory

According to the observations made, less instructional time was allotted for this area. Noting the minimal mean gains, it is recommended that more instructional time be focused in this skill area rather than on visual discrimination. (Appendix A.)

Auditory Discrimination

The staff will need to write a revision in test items for this category. Significant mean gains in the post test scores indicate ERA materials do assist students in making substantial growth in this skill. Students having problems in this area would benefit from small grouping and slower pacing while moving through ERA materials.

Auditory Memory

The staff will need to write a revision in test items for this category. In addition, observations indicate that a balance of time between auditory discrimination and auditory memory needs to be established.

Gross Motor

The subjective evaluation of the students' performance proved ineffective. The staff will need to revise the scoring of test items. Based on monitoring data there needs to be more utilization of activities in the areas of body awareness and balance.

Verbal Expression

This seems to be an area in the curriculum in which students are meeting expectancies. However, reviewing post test data on individual subtests, the staff recommends additional time be allotted for description activities and the writing of experience charts.

TABLE 19
 ERAW, ERAN, AMES CONTROL AND DISTAL CONTROL
 Mean Gains and t-tests

Word Attack	ERAW and ERAN Mean Gain	Ames and Distal Control Mean Gain	t-test
Visual Discrimination	1.38	2.05	1.62
Visual Memory	1.06	1.18	.32
Auditory Discrimination	23.47	9.55	4.93*
Auditory Memory	.40	.52	2.60*
Total	25.51	13.30	4.17*

*Significant at .05 level

t (N=102, df=100) = 1.98

The significant differences computed were ERAW and ERAN significant gain in Auditory Discrimination and control groups significant gain in Auditory Memory. Overall, the ERAW and ERAN demonstrated a greater total mean gain in Word Attack, a 25.51 compared with a 13.30.

TABLE 20
 ERAW, ERAN, AMES CONTROL AND DISTAL CONTROL

Mean Gains and t-tests

Verbal Expression	ERAW and ERAN Mean Gain	Ames and Distal Control Mean Gain	t-test
Identification	1.30	2.00	1.64
Description	6.25	1.67	3.67*
Classification	.09	.19	.64
Comparison	.02	.00	.11
Vocabulary	.02	.51	1.98
Reasoning	1.80	2.58	2.33*
Interpretation	.23	.11	2.02*
Sequencing	.52	.04	2.44*
Total	1.34	.09	1.88

*Significant at .05 level

t (N=87, df=85) = 2.00

The significant differences computed for ERAW and ERAN were in the areas of Description, Interpretation and Sequencing, and significant differences occurred for the control groups in Reasoning. Overall the ERAW and ERAN demonstrated a greater total mean gain in Verbal Expression, a 1.34 compared with a .09.

TABLE 21

ERAW, ERAN, AMES CONTROL AND DISTAL CONTROL

Mean Gains and t-tests

Gross Motor	ERAW and ERAN Mean Gain	Ames and Distal Control Mean Gain	t-test
Body Awareness	1.61	2.10	.54
Basic Body Movements	35.07	16.18	6.88*
Balance	9.00	3.43	4.21*
Position in Space	9.50	6.40	1.19
Total	55.18	28.10	8.48*

*Significant at .05 level

t (N=84, df=82) = 2.00

The significant differences computed for ERAW and ERAN were in the areas of Basic Body Movements and Balance. Overall, the ERAW and ERAN demonstrated a greater total mean gain in Gross Motor, a 55.18 compared with a 28.10.

TABLE 22
MEAN GAIN SCORES ON
GATES MacGINITIE

Group	No. of Students	Pre-Mean	Post Mean	Mean Gain	Percent Gain
ERAW - Verbal	20	104	111	7.00	25%
ERAN - Verbal	25	100	112	12.00	34%
AMES - Verbal	20	96	105	9.00	25%
DISTAL - Verbal	23	95	102	7.00	19%
ERAW - Word Attack	24	79	108	29.00	55%
ERAN - Word Attack	23	93	105	12.00	33%
AMES - Word Attack	33	103	104	1.00	3%
DISTAL - Word Attack	21	83	83	0	0
ERAW - Gross Motor	22	87	103	16.00	36%
ERAN - Gross Motor	25	88	106	18.00	41%
AMES - Gross Motor	21	94	105	9.00	32%
DISTAL - Gross Motor	19	67	76	9.00	14%

NOTE: Possible Score 132

Table 22 displays data relative to gains made on the Gates MacGinitie Reading Readiness Test. Only one group yielded negative gains. The ERAW and ERAN groups demonstrated the greatest gains with a range of 25% to 55%.

THIRD YEAR PROGRAM
EXPANSION and EVALUATION PLAN
ESEA TITLE III PROGRAM
AMES COMMUNITY SCHOOLS
Ames, Iowa

Prepared in Cooperation with

PROJECT ERA STAFF
and
EPIC DIVERSIFIED SYSTEMS CORPORATION

Post Office Box 13052
Tucson, Arizona 85732

September 1974

B. PILOT EXPANSION AND EVALUATION - 1974-75

PREFACE

In keeping with the current impetus of "accountability" and to provide a guide for the implementation of evaluation procedures, the Project ERA staff with the assistance of consultants from EPIC Diversified Systems Corporation have developed an evaluation plan. This document presents the 1974-75 evaluation components for Project ERA (Early Reading-Readiness Achievement) ESEA Title III Project, Ames Community School District, Ames, Iowa.

The evaluation plan contains the following elements:

1. A brief program description
2. Project level performance objectives
3. Evaluation schema
4. Evaluation procedures
5. Calendar of events
6. Copies of the following:
 - a. Data tables
 - b. Data collection forms
 - c. Monitoring forms

The implementation of this evaluation plan will result in the collection and analysis of data necessary for the preparation of an evaluation report and learner needs summary for Project ERA, the Ames Community Schools and the Iowa State Department of Public Instruction.

PROJECT DESCRIPTION

Early Reading Readiness Achievement

Kindergarten teachers reviewed the outcomes from last year's pilot programs. The teachers and staff decided to make the following changes:

1. All kindergarten children would be evaluated on the basis of the entire battery of the Ames Inventory of Developmental Skills. (Appendix B)
2. The behavioral objectives would be retained, but the performance level would be at the 80th percentile rather than the 85th percentile.
3. The Ames Inventory of Developmental Skills would require revision on certain subtests based on the findings from the pilot.

Each kindergarten teacher and building principal was contacted in June to determine the level of their participation. All of the teachers requested to participate in one or more of the programs. Schema I shows the involvement by building levels.

The kindergarten teachers participated in an in-service meeting prior to the opening of school. The procedures for implementing the programs and monitoring their use were outlined.

The following learner needs will be documented by the following:

1. Ames Inventory of Developmental Skills
2. All subtests of Gates MacGinitie Reading Readiness*
3. Peabody Picture Vocabulary Test*

* A 20 percent random sample of students who are administered the Gates MacGinitie Reading Readiness Test and Peabody Picture Vocabulary Test will be selected at the district level. Consequently, conclusions will be drawn only for the total district and not for individual school buildings.

The Ames Inventory of Developmental Skills Test will be administered to all kindergarten children. Teachers will be asked to utilize this information in grouping children for skill development.

Each program has a handbook of activities. See Appendix C for the outline of the content of each program. The teacher can readily use her test results to know where needs occur, and then locate activities within the handbook to remediate it. Throughout the three programs the following format will be utilized in describing each of the activities.

<u>Major Category</u>
Area _____
Level _____
Performance Objective: Materials: Procedures: Self-directed Learning: Measurement: Teacher Notes:

Three assumptions are utilized in formulating the basis for the instructional activities. They are as follows.

1. Gross Motor

The basic assumption for utilization of the motor treatment is that many movement educators and researchers across the nation have been showing some positive effects of sensorimotor training as a means of increasing perceptual acuity, which then perhaps can lead to greater learning ability and in turn influence reading comprehension.

The motor program not only will stimulate visual, auditory and other skills necessary for a child to cope with the academic demands of beginning reading because of the multi-sensory emphasis, but will also enhance his acceptance of himself and assure the positive self-concept growth which undergirds success in reading.

2. Verbal Expression

The basic assumption for utilization of the verbal expression treatment is that reading comprehension is best attained through meaningful experiences with language, which lead to associations to the printed word. Meaningful experiences in language development evolve through the areas of receptive, associative, and expressive processes.

3. Word Attack

The basic assumption for utilization of the word attack treatment is that reading comprehension is best attained through the decoding of words and structural analysis.

Further, it is assumed that maximum development of visual and auditory skills, that can be used together as keys to unlock words, will give the learner a self-sufficiency and additional competence which will promote positive feelings as evidenced by the enjoyment of reading and noticeably increase later growth in reading comprehension and achievement.

Materials needed for the lessons will be provided by Project ERA . (Appendix D)

Skills being emphasized during implementation will be a scope and sequence for motor skill development, verbal expression, and word attack skills. Each sequence is broken down into three levels of proficiency. The student will be instructed on the level (beginning, middle, or advanced stages) designated as a result of the outcomes from the Ames Inventory of Developmental Skills.

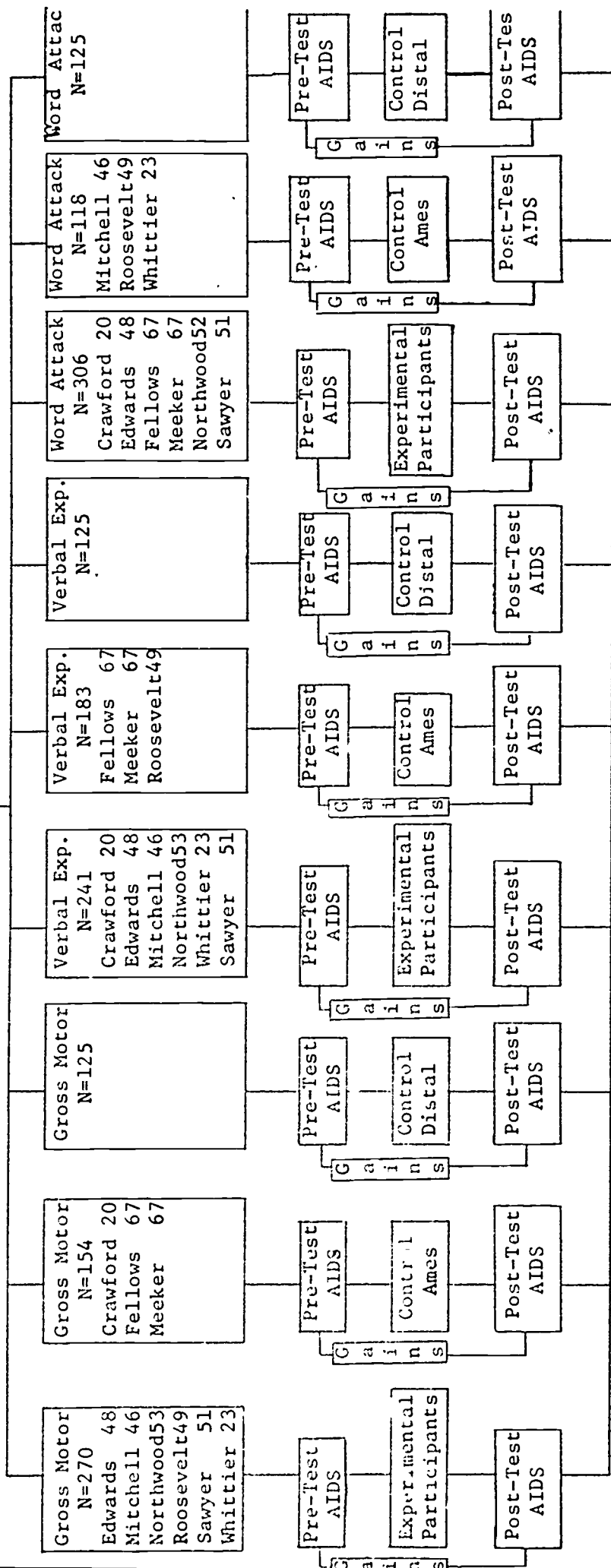
The learners will be organized within self-contained classrooms. Instructional activities will be carried out in centers within each classroom. Groupings of children, within a particular center for a specific activity, will be based on their needs.

Teachers will be asked to monitor the activities they provide in the various centers, and the amount of time allotted for the activity. (Appendix E)

The activities will be initiated through the procedure outlined within each identified activity. Then, to allow the child additional experience with that activity or concept, the self-directed activity will be utilized. The self-directed activities*are so constructed that a minimum amount of instructional direction and monitoring is required by the teacher.

*Many games and devices were "locally created" with much oaktag and time in order to keep skill development challenging and on-going without pushing the young child into pencil-paper or workbook activities. Through the volunteer help from our kindergarten parents, known as Kindergarten Karpenters, multiple copies of activities were constructed.

Project ERA
Early Reading Readiness Achievement
Sept.-May 1975

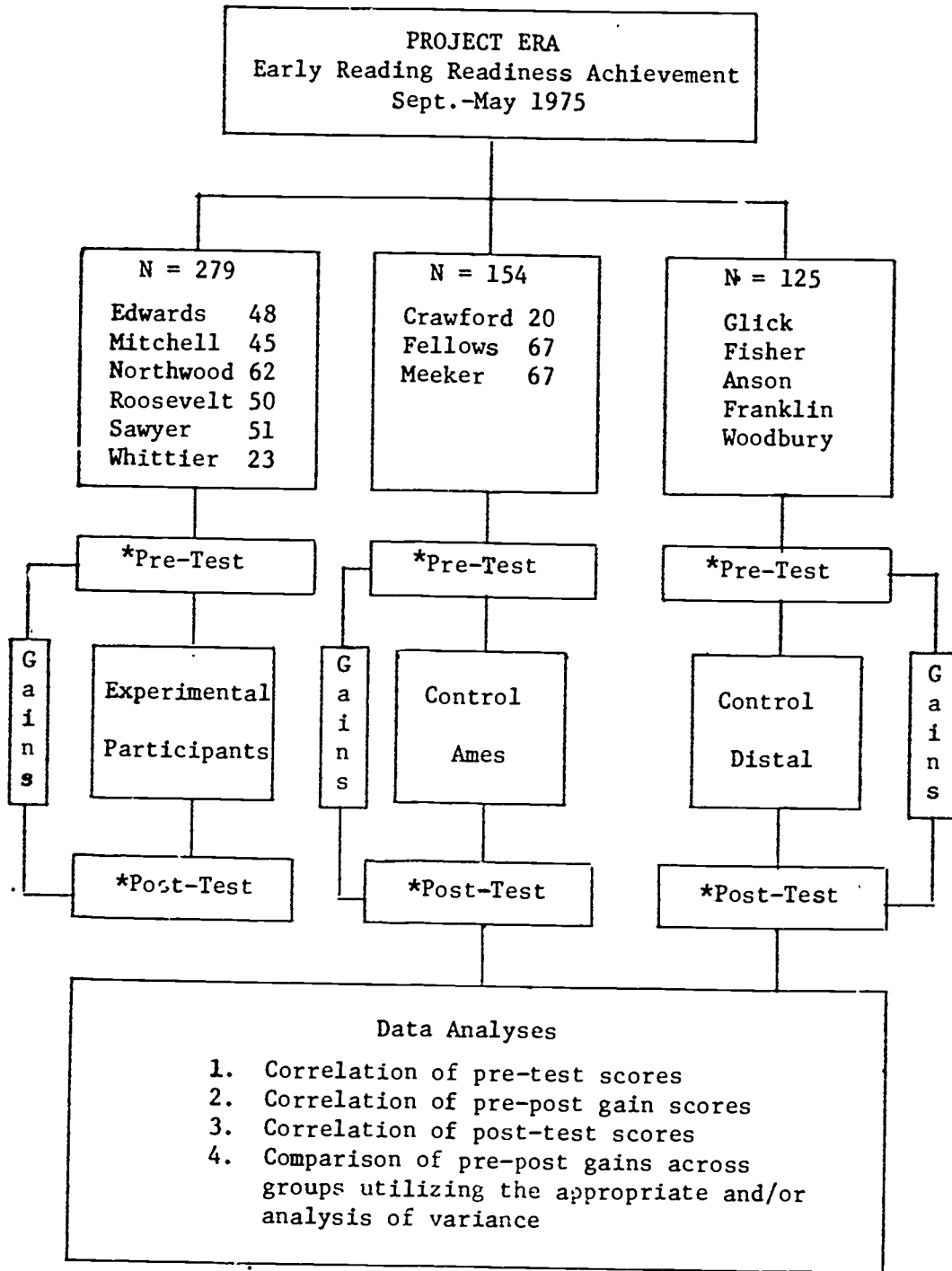


EVALUATION PROCEDURES FOR GROSS MOTOR

I. Performance Objective - Gross Motor

Upon the completion of the school year, the kindergarten students will on the average, demonstrate an 80 percent proficiency in the articulation level of gross motor skills as shown by their coordination and control of large muscle movements as measured by the Ames Inventory of Developmental Skills.

II. Schema 2 Gross Motor



Schema 2
Gross Motor

*Common test to all groups

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Body Awareness (score 15) 2. Basic Body Movements (score 10) | <ol style="list-style-type: none"> 3. Balance (score 10) 4. Position in Space (score 10) |
|--|--|

III. Procedures

A. Population

1. Eleven kindergarten classroom sessions with a total population of 279 will serve as the experimental program. Each teacher received one day of in-service prior to implementing the program. Two of the teachers served as pilot teachers in the previous pilot.
2. Five kindergarten classroom sessions with a total population of 154 will serve as the Ames Control. Teachers agree that the objective is desirable, but plan to wait another year before implementing this particular program.
3. Five kindergarten classroom sessions with a total population of 125 will serve as the Distal Control. The teachers have agreed that the objective should be met by the majority of their students. No additional contacts will be made to determine the program of instruction being used in lieu of the ERA program.

B. Gross Motor Pre-Testing/Post-Testing

1. Subtest Categories Possible Score

a. Body Awareness	15
b. Basic Body Movements	10
c. Balance	10
d. Position in Space	<u>10</u>
Total	45
2. Date of Testing
 - a. Pre-test measures will be administered between September 30th and October 25th in Ames and between November 11th and November 18th in Distal.
 - b. Post-test measures will be administered between April 28th and May 9th in Ames and between May 12th and May 19th in Distal.
3. Testing Procedures
 - a. Six individuals will be trained for two days prior to administering the Ames Inventory of Developmental Skills.
 - b. Test administrators will administer the test measures to all students in experimental and control groups.

C. Analysis of Data

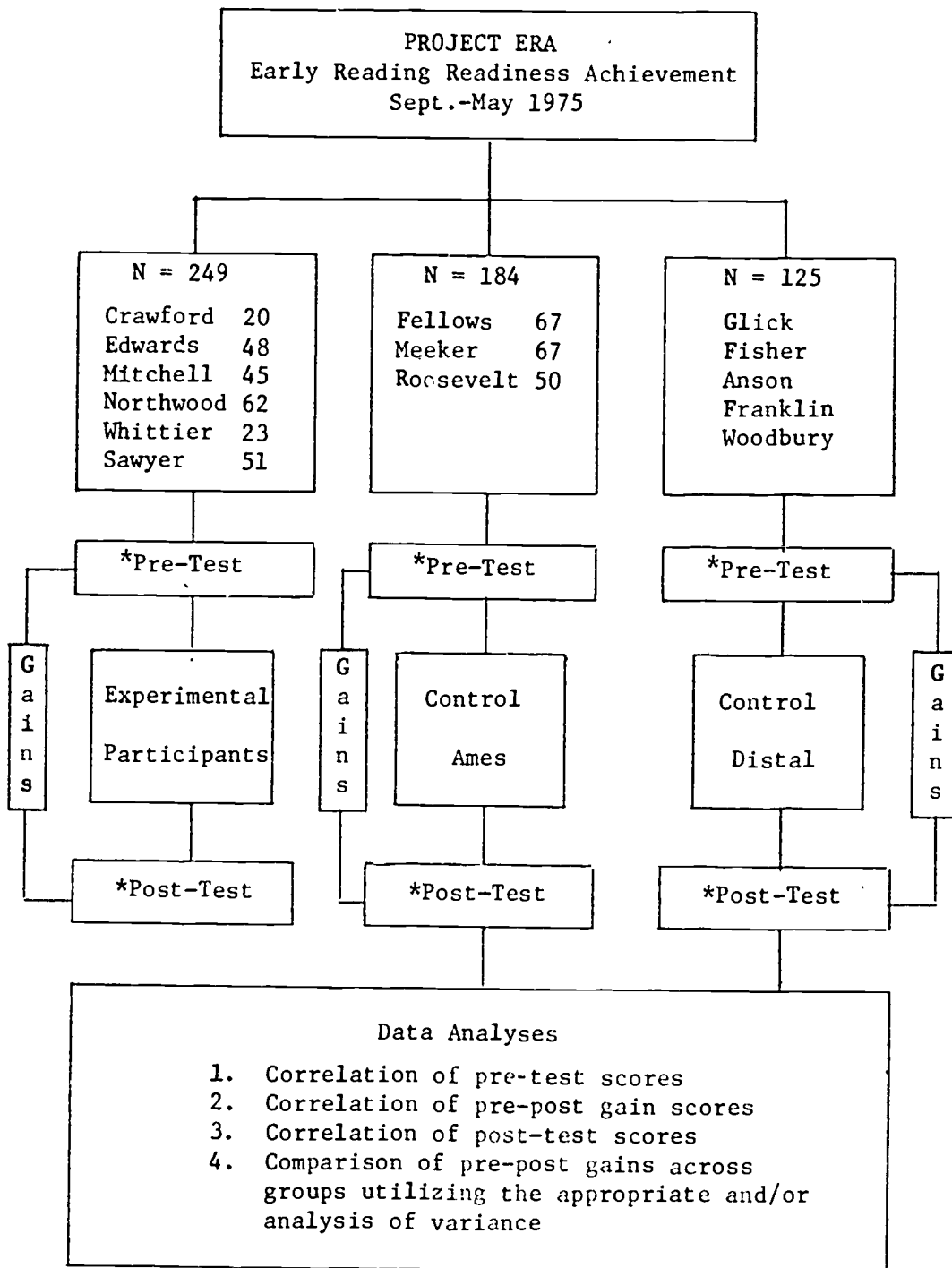
1. Correlation of pre-test scores
2. Correlation of pre-post gain scores
3. Correlation of post-test scores
4. Comparison of pre-post gains across groups utilizing the appropriate t-tests and/or analysis of variance

EVALUATION PROCEDURES FOR VERBAL EXPRESSION

I. Performance Objective -- Verbal Expression

Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80% proficiency in the comprehension of verbal expression by being able to imitate language patterns, communicate ideas effectively in complete sentences and express their needs and feelings as measured by the Ames Inventory of Developmental Skills.

II. Schema 3 Verbal Expression



Schema 3
Verbal Expression

*Common test to all groups

- | | |
|------------------------------|-----------------------------|
| 1. Identification (score 20) | 5. Vocabulary (score 5) |
| 2. Description (score 20) | 6. Reasoning (score 10) |
| 3. Classification (score 10) | 7. Interpretation (score 5) |
| 4. Comparison (score 5) | 8. Sequencing (score 5) |

III. Procedures

A. Population

1. Ten kindergarten classroom sessions with a total population of 249 will serve as the experimental program. Each teacher received one day of in-service prior to implementing the program. Two of the teachers served as pilot teachers in the previous pilot.
2. Six kindergarten classroom sessions with a total population of 184 will serve as the Ames Control. Teachers agree that the objective is desirable, but plan to wait another year before implementing this particular program.
3. Five kindergarten classroom sessions with a total population of 125 will serve as the Distal Control. The teachers have agreed that the objective should be met by the majority of their students. No additional contacts will be made to determine the program of instruction being used in lieu of the ERA Program.

B. Verbal Expression Pre-Testing/Post-Testing

1. Subtest Categories	Possible Score
a. Identification	20
b. Description	20
c. Classification	10
d. Comparison	5
e. Vocabulary	5
f. Reasoning	10
g. Interpretation	5
h. Sequencing	<u>5</u>
Total	80

2. Date of Testing

- a. Pre-test measures will be administered between September 30th and October 25th in Ames and between November 11th and November 18th in Distal.
- b. Post-test measured will be administered between April 28th and May 9th in Ames and between May 12th and May 19th in Distal.

3. Testing Procedures

- a. Six individuals will be trained for two days prior to administering the Ames Inventory of Developmental Skills.
- b. Test administrators will administer test measure to all students in experimental and control groups.

C. Analysis of Data

1. Correlation of pre-test scores
2. Correlation of pre-post gain scores
3. Correlation of post-test scores
4. Comparison of pre-post gains across groups utilizing the appropriate t-tests and/or analysis of variance

EVALUATION PROCEDURES FOR WORD ATTACK

I. Performance Objectives - Word Attack

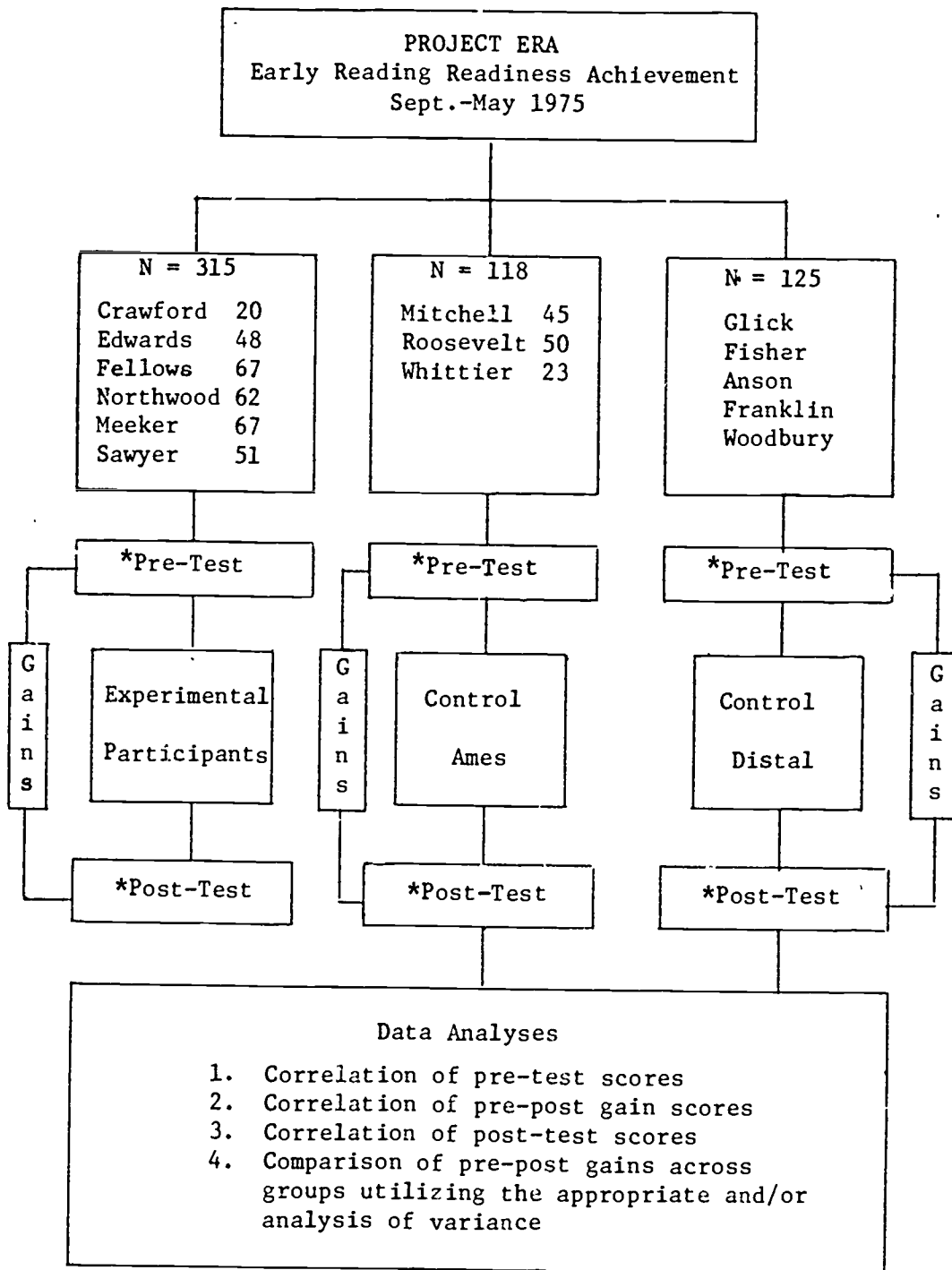
Visual Discrimination: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80 percent proficiency in the application of total word form discrimination by being able to match multiple letter words as measured by the Ames Inventory of Developmental Skills.

Auditory Discrimination: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80 percent proficiency in the application of sound discrimination by being able to identify beginning, ending, and medial sounds as measured by the Ames Inventory of Developmental Skills.

Visual Memory: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80 percent proficiency in the application of visual memory by being able to recall a total word as measured by the Ames Inventory of Developmental Skills.

Auditory Memory: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80 percent proficiency in the application of auditory memory by being able to recall a series of directions, words, and sentences in sequential order as measured by the Ames Inventory of Developmental Skills.

II. Schema 4 Word Attack



Schema 4
Word Attack

*Common test to all groups

- | | |
|-------------------------------------|---------------------------------------|
| 1. Visual Discrimination (score 10) | 3. Auditory Discrimination (score 40) |
| 2. Visual Memory (score 10) | 4. Auditory Memory (score 10) |

III. Procedures

A. Population

1. Eleven kindergarten classroom sessions with a total population of 315 will serve as the experimental program. Each teacher received one day of in-service prior to implementing the program. Two of the teachers served as pilot teachers in the previous pilot.
2. Five kindergarten classroom sessions with a total population of 118 will serve as the Ames Control. Teachers agree that the objective is desirable, but plan to wait another year before implementing this particular program.
3. Five kindergarten classroom sessions with a total population of 125 will serve as the Distal Control. The teachers have agreed that the objective should be met by the majority of their students. No additional contact will be made to determine the program of instruction being used in lieu of the ERA Program.

B. Word Attack Pre-Testing/Post-Testing

1. Subtest Categories Possible Score

a. Visual Discrimination	10
b. Visual Memory	10
c. Auditory Discrimination	40
d. Auditory Memory	<u>10</u>
Total	70
2. Date of Testing
 - a. Pre-test measures will be administered between September 30th and October 25th in Ames and between November 11th and November 18th in Distal.
 - b. Post-test measures will be administered between April 28th and May 9th in Ames and between May 12th and May 19th in Distal.
3. Testing Procedures
 - a. Six individuals will be trained for two days prior to administering the Ames Inventory of Developmental Skills
 - b. Test administrators will administer test measures to all students in experimental and control groups.

C. Analysis of Data

1. Correlation of pre-test scores
2. Correlation of pre-post gain scores
3. Correlation of post-test scores
4. Comparison of pre-post gains across groups utilizing the appropriate t-tests and/or analysis of variance

CALENDAR OF EVENTS

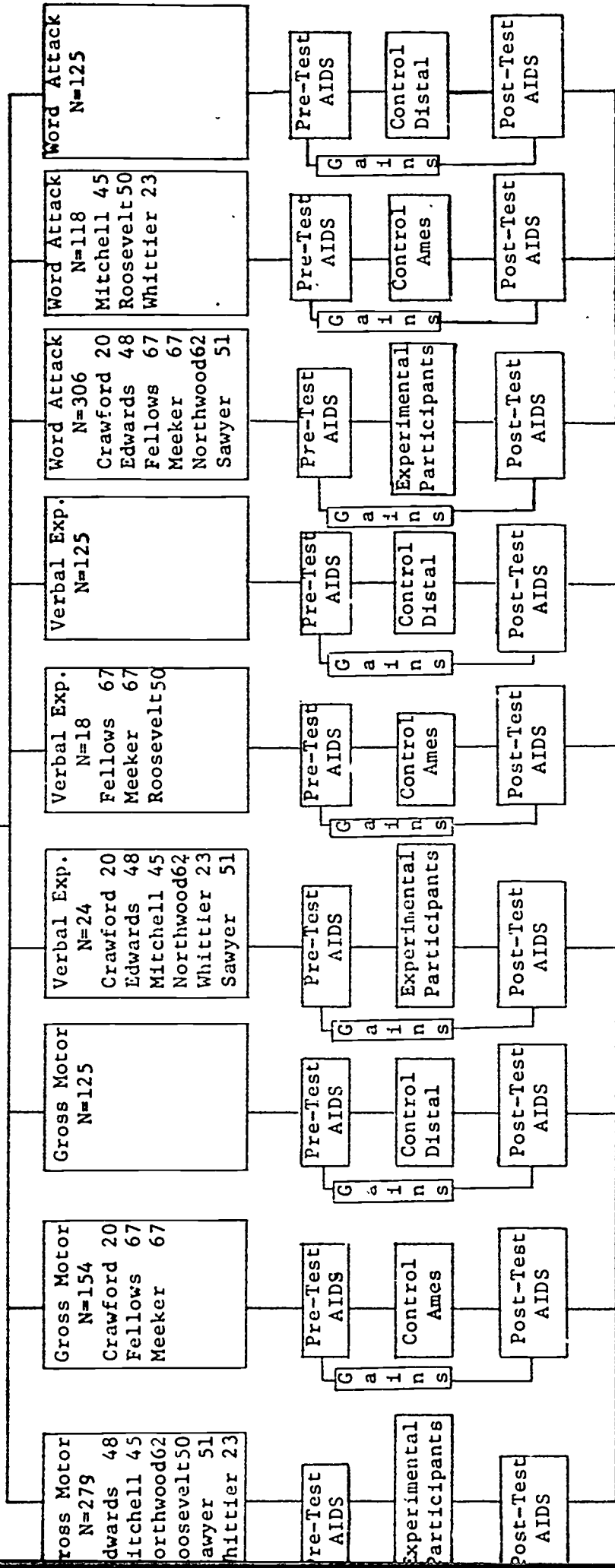
Person(s) Responsible	Activity	Initi- ation Date	Completion Date		Documenta- tion
			Planned	Actual	
Proj. Dir.	Survey teachers for Participation in Project ERA for 1974-75	June	June	Aug.	Letter on File
Proj. Dir. & Coord.	Revision of Subtests on the Ames Inventory of Developmental Skills	June	Sept.	Sept	Test Booklet
Proj. Dir. & Coord.	Revision of Test Manual for Ames Inventory of Developmental Skills	June	Aug.	Sept.	Manual
Proj. Dir. & Coord.	Write a Manual for Implementation of Activities	June	Aug.	Aug.	Manual
Proj. Dir. Proj. Coord.	In-service on Program Implementation and Monitoring	Aug.	Aug.	Aug.	Time
Proj. Dir.	Hire Test Administrators	Aug.	Sept.	Sept.	List to Personnel Office
Proj. Dir.	In-Service on Test Admin. of Gates and PPVT	Sept.	Sept.	Sept.	Demonstrate Proficiency Level
Secretary & Proj. Coord.	Schedule Classrooms for Testing	Sept.	Sept.	Sept.	Printed Schedule
Test Admin.	Administer Test Battery to Kdgr. Gates and PPVT	Sept.	Sept.	Sept.	Battery Completed and Scored
Test Admin.	Tally Test Scores	Oct.	Oct.	Oct.	Data Collection Forms
Proj. Dir. & Coord.	First Visit from Evaluator Consultant	Sept.	Sept.	Sept.	Written Report

Person(s) Responsible	Activity	Initi- ation Date	Completion Date		Documenta- tion
			Planned	Actual	
Proj. Coord.	In-service on Test Administration of Ames Inventory of Developmental Skills	Sept.	Oct.	Oct.	Demonstrate Proficiency Level
Secretary & Proj. Coord.	Schedule Classrooms for Testing	Sept.	Sept.	Sept.	Printed Schedule
Test Admin.	Administer Test Battery of the Ames Inventory of Developmental Skills	Sept.	Oct.	Oct.	Battery Completed and Scores
Test. Admin.	Tally Test Scores	Oct.	Oct.	Oct.	Data Collec- tion Forms
Classroom Teachers	Implement Treatment Program	Oct.	May		Monitoring Forms
Proj. Dir. & Coord.	Write Continuation Proposal	Oct.	Oct.		Submit to Title III Office
Proj. Dir. & Coord.	Second Visit from Evaluator Consultant				Written Report
Proj. Dir. & Coord.	Write Activities for Social Emotional, Fine Motor, and Math	Nov.	June		Handbook
Proj. Coord.	Monthly In-Service Meetings for Teachers in Treatment Program	Oct.	May		Agendas
	Visiting Exp. Rooms				Log
Proj. Dir. Coord.	Write End of Second Year Report	Jan.	Feb.		Submit to Title III Office
Proj. Dir. & Coord.	Third Visit from Evaluator Consultant				Written Report
Proj. Coord.	In-Service for Post Testing	April	April		Demonstrate Proficiency Level

Person(s) Responsible	Activity	Initi- ation Date	Completion Date		Documenta- tion
			Planned	Actual	
Secretary & Proj. Coord.	Schedule Classrooms for Testing	May	May		Printed Schedule
Test Admin.	Administor Test Battery to Kdgr.	May	May		Battery Com- pleted and Scored
Test Admin.	Tallying Test Scores	May	May		Data Collec- tion Forms
Proj. Dir. & Coord.	Written Report on Program Out- comes	May	May		Written Report
Proj. Dir. & Coord.	Fourth Visit from Evaluator Consul- tant	June	June		Written Report

Copy AVAILABLE

Project ERA
Early Reading Readiness Achievement
Sept.-May 1975



DATA ANALYSIS

1. Correlations of pre-test scores*
2. Correlation of pre-post gain scores*
3. Correlation of post-test scores*
4. Comparison of pre-post gains across groups* utilizing the appropriate t-tests and/or analysis of variance*

*Additional analysis to be determined at a later date

Section 2. Dissemination

A. Procedures Utilized for Dissemination

Dissemination activities have been limited due to the number of personnel involved in administering the project. The following represents a log of activities carried out by the staff.

February 1974

Presentation to staff members of Ballard, Nevada, Northeast Hamilton, Roland-Story and South Hamilton Schools.

Presentation to Iowa Title III ESEA Advisory Council.

Ames Pre-school Parent Association.

April 1974

Presentation to Southeast Polk primary teachers.

May 1974

Presentation to Iowa State University education students.

June 1974

Presentation at Iowa State University Elementary Education Workshop for Classroom Teachers.

October 1974

Presentation to Crawford and Whittier parents.

Presentation to EPIC Conference Management by Objectives, Tucson, Arizona. Participants represented Arizona, California, Illinois, Indiana, Kansas, Kentucky, Louisiana, New Jersey, New York, Texas, and Virginia.

December 1974

On-site visitation of the project in action by Linn-Marr Staff.

January 1975

Progress report to Ames Administrators.

February 1975

Presentation to Ames Community School Board.

Presentation to Plains Regional IRA meeting in St. Louis, Missouri.

March 1975

Display at Educational Fair

In addition to requests made that the project make presentations, the staff has formulated the attached brochure and bulletins about the project. A colored slide presentation has been formulated to show the students carrying out the activities of the three pilot programs.

List of Individuals Requesting Second Year Project ERA Information:

Mrs. Carolyn Heitz, Reading Coordinator, Linn-Mar Schools, North 10th Street,
Marion, Iowa 52302

James A. Brust, Principal, Wilkins Elementary School, Linn-Mar Community
Schools, Marion, Iowa 52302

Paula J. Smith, Curriculum Coordinator, Flowing Wells Public Schools, 1444 West
Prince Road, Tucson, Arizona 85705

Richard Zimmer, Principal, Table Mound School, 100 Tower Drive, Dubuque, Iowa 52001

Leonard E. Roberts, Superintendent, Maquoketa Community Schools, 607 W. Summit
Street, Maquoketa, Iowa 52060

Daone Bachellov, Marshall-Poweshiek Joint County, 515 Emma Avenue, Des Moines, Iowa

Carrol Moulds, Webster City Schools, 1116 Besty Lane, Webster City, Iowa 50595

Theo Boyd, United Community, Route 1, Boone, Iowa

Ruth Dean, United Community, Route 1, Boone, Iowa

Anna Huisinga, Clarion Community, Route 3, Clarion, Iowa

Gerry French, Davenport Community Schools, 1926 West 4th Street, Davenport, Iowa
52802

Lee Tysseling, Northeast Community Schools, Gooselake, Iowa 52732

Ruth Leberman, Fort Dodge Schools, 723 7th Avenue North, Fort Dodge, Iowa 50501

Richard Corrick, Panora-Linden, Panora, Iowa, 50216

Jeneé Ihde, Bonderant-Farrar, Bondurant, Iowa 50035

Marge Hanifan, Knoxville Community Schools, Knoxville, Iowa 50138

Yvonne Anderson, Eldora Elementary, 10th Street, Eldora, Iowa 50627

Peggy Hockert, Eldora Elementary, 10th Street, Eldora, Iowa 50627

Joyce Schmitt, Primghar Community Schools, Primghar, Iowa 51245

Marian Thomas, McKinley School, Muscatine, Iowa 52761

Sharon Cook, Lambert Elementary, Doctor Street, Manchester, Iowa

Cheryl Akes, Atlantic Community Schools, Atlantic, Iowa

Diane Carter, Central-Dallas-Minburn, Route 1, Stuart, Iowa

Mary Isenhardt, Dexfield Community School, Redfield, Iowa

Linda Christenson, United Community, Route 1, Boone, Iowa 50036

Bonita Clara, United Community, Route 1, Boone, Iowa 50036

Valerie Cadwell, United Community, Route 1, Boone, Iowa 50036

Verna Weienetly, Elm Park School, Webster City, Iowa 50595

Marge Bly, Box 403, Ames, Iowa

Mae Gallagher, Eddyville Community, Eddyville, Iowa

Elizabeth Cosoy, Washington School, Atlantic, Iowa

Dr. Laura Traywick, Region XIII, E.S.C., 6504 Tracor Lane, Austin, Texas, 78721

Beula Thompson, Immaculate Conception, 830 4th Ave. S. E., Cedar Rapids, Iowa
52403

Jim Meier, Norwalk Schools, 602 Marie Street, Norwalk, Iowa

Betty Mesley, East Elementary, Osceola, Iowa, Home: 310 E. 9th, Lamoni, Iowa,
50410

Tom Hanlon, Highland Park, 2510 9th Ave. South, Fort Dodge, Iowa

Jan Steinbauer, Chicago Uptown Ministry, 4828 N. Sheridan, Chicago, Illinois
60649

David Meaney, Coordinator, Program Development, Department of Education,
San Diego County, 6401 Linda Vista Road, San Diego, Ca. 92111

Bill Armer, Coordinator, ISEA Title III, P.O. Box 520, Lebanon, TN 37087

PART III - FINANCIAL

State of Iowa--Department of Public Instruction
 BUDGET SUMMARY Form 002
 Title III FSEA (P.L. 89-10)

FUNCTIONAL CLASSIFICATION	ACCOUNT	EXPENSE DISTRIBUTION				EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
		PROFESSIONAL	PROFESSIONAL SERVICES	MATERIALS AND SUPPLIES	TRAVEL			
		(a)	(b)	(c)	(d)	(e)	(f)	
1. Vocational Teacher	2	9,547.15	5,257.53	9,234.07	131.94	1,493.43	25,664.12	
2. Vocational	200	7,327.15	12,009.06	299.94	7,307.36	1,135.76	28,081.96	
3. Vocational Support	300							
4. Vocational Services	400							
5. Vocational Support Services	700							
6. Vocational Support	600				114.56		114.56	
7. Material Plant	700							
8. Van Charges (except 300)	800	1,060.00	1,460.71				2,538.31	
9. Transportation	900							
10. Food Services	900							
11. Student Body Activity	1000							
12. Cooperative Services	1100							
13. Improvement of Sites	1200							
14. Bonding (52,000 or less)	1200							
15. Capital Outlay (equipment only)	1200							
16. Total Budget (Expenditures)							7,208.95	
17. FFA Funds								
18. Title III Funds								
19. Title III Grant								
20. Unexpended Balance of Title III Fund (Form 19 (a) 10 minus Line 16, Col. 10)							-531.95	

Name and Address of Local Agency: Ames Community School District, Ames, Iowa 50010
 Funds for Handicapped Children \$
 Project Number: 92013
 Budget Period: 1-1-74
 Beginning: 12-31-74
 Ending: 12-31-74

Signature of Person Authorized to Receive Grant: *Joe W. Stratton*
 Title: *Secretary*
 Date Reported: 4-1-75

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGED TO THE GRANT AWARD *Dissemination

APPENDIX A
MONITORING DATA

COMPILATION OF MONITORING TIME DURING PILOT PROGRAM 1973-74 - Gross Motor Program

	Body Awareness			Basic Body Movements			Balance			Position in Space		
	ERAW T | S	ERAN T | S	Total	ERAW T | S	ERAN T | S	Total	ERAW T | S	ERAN T | S	Total	ERAW T | S	ERAN T | S	Total
Classroom Teacher	138 | 38	236 | 85	176 | 321	204 | 83	222 | 239	461 | 461	85 | 65	293 | 130	423 | 423	20 | 40	175 | 95	270 | 270
Total	176 | 339	321 | 520	647 | 859	287 | 977	461 | 1368	748 | 1368	150 | 550	423 | 1088	423 | 1088	60 | 490	235 | 1317	748 | 1317
Associate A	17 | 25	22 | 26	42 | 48	149 | 267	184 | 297	481 | 481	127 | 41	146 | 155	301 | 301	92 | 183	266 | 355	621 | 621
Total	42 | 48	48 | 52	90 | 100	416 | 977	481 | 1368	967 | 1368	168 | 550	301 | 1088	301 | 1088	275 | 490	621 | 1317	921 | 1317
Associate B	84 | 37	103 | 48	121 | 151	195 | 79	315 | 111	426 | 426	145 | 87	226 | 138	364 | 364	104 | 51	259 | 167	426 | 426
Total	121 | 339	151 | 520	272 | 859	274 | 977	426 | 1368	700 | 1368	232 | 550	364 | 1088	364 | 1088	155 | 490	426 | 1317	700 | 1317
TOTAL	339 | 859	520 | 1368	859 | 2727	977 | 2727	1368 | 2727	2727 | 2727	1317 | 1317	2727 | 2727	2727 | 2727	1317 | 1317	2727 | 2727	2727 | 2727

COMPILATION OF MONITORING TIME DURING PILOT PROGRAM 1973-74 -Verbal Expression Program

	Ident.		Descrip.		Classif.		Compar.		Vocab.		Reasoning		Interpret.		Sequencing	
	ERAW	T	ERAW	T	ERAW	T	ERAW	T	ERAW	T	ERAW	T	ERAW	T	ERAW	T
Classroom Teacher	20	25	125	30	170	55	70	75	35	95	0	70	20	80	75	35
	<u>25</u>	<u>50</u>	<u>85</u>	<u>75</u>	<u>265</u>	<u>85</u>	<u>75</u>	<u>140</u>	<u>25</u>	<u>145</u>	<u>0</u>	<u>30</u>	<u>0</u>	<u>110</u>	<u>75</u>	<u>90</u>
Totals	45	75	210	105	435	140	145	215	60	240	0	100	20	190	150	115
Associate A	12	20	110	115	45	55	55	55	15	15	113	98	162	157	59	79
	<u>43</u>	<u>20</u>	<u>130</u>	<u>130</u>	<u>155</u>	<u>172</u>	<u>85</u>	<u>70</u>	<u>50</u>	<u>30</u>	<u>55</u>	<u>60</u>	<u>87</u>	<u>112</u>	<u>30</u>	<u>15</u>
Totals	55	40	240	245	200	227	140	125	65	45	168	158	249	269	89	94
Associate B	20	25	160	135	13	33	63	45	120	100	25	25	127	72	80	116
	<u>15</u>	<u>30</u>	<u>55</u>	<u>45</u>	<u>15</u>	<u>47</u>	<u>74</u>	<u>97</u>	<u>75</u>	<u>163</u>	<u>25</u>	<u>25</u>	<u>92</u>	<u>90</u>	<u>60</u>	<u>57</u>
Totals	35	55	215	180	28	80	138	142	195	263	50	50	210	162	140	173
TOTALS	135	170	665	530	663	447	423	482	320	548	218	308	479	621	379	382

*Experience Charts	Classroom Teacher		Associate A		Associate B	
	ERAW	T	ERAW	T	ERAW	T
	0	80	130	105	118	115
	0	125	95	130	136	120
Totals	0	205	235	225	233	256

COMPILATION OF MONITORING TIME DURING PILOT PROGRAM 1973-74 - Word Attack Program

	Visual Discrimination		Visual Memory		Auditory Discrimination		Auditory Memory	
	ERAW T S	ERAN T S	ERAW T S	ERAN T S	ERAW T S	ERAN T S	ERAW T S	ERAN T S
Classroom Teachers	230 560	466 938	250 280	105 120	375 800+	388 665+	300 305	93 93
					50 850	210 875		
Associate A	235 770	240 550	120 180	140 190	405 1020	335 780	225 240	225 240
					+210 1230	+315 1095	15 15	15 15
Totals	410 1295	285 1095	140 140	115 115	450 795	415 820	160 160	145 145
Associate B					345	405	0	0
Totals					1010	1045		
TOTALS	2625	2583	600	425	3090	3015	705	478

APPENDIX B

AMES INVENTORY OF DEVELOPMENTAL SKILLS

PROJECT ERA
 EARLY
 READING-READINESS
 ACHIEVEMENT

TEACHER HANDBOOK
 FOR
 WORD - ATTACK

COMPONENT A

VISUAL DISCRIMINATION
 AND
 VISUAL MEMORY

This handbook was first used during the first year of school operation for use during the summer as experimental material for the project and is in its first draft. Further changes will be the result of feedback from the experimental schools and the project staff.

AMES COMMUNITY SCHOOL DISTRICT

AMES, IOWA

NOVEMBER 15, 1971

VISUAL DISCRIMINATION

T E S T S	Level of thinking	Level of difficulty	Page
<u>BASIC</u>			
<u>Basic Geometric Shapes</u>	Knowledge (comprehension)	100	100
<u>Basic Shapes</u>	Knowledge	101	101
<u>Shapes and Designs</u>	Comprehension	102	102
<u>Shapes and Designs</u>	Application	103	103
<u>Shape and Designs</u>			
<u>Complex Designs</u>	Knowledge (comprehension)	104	104
<u>Complex Shapes and Designs</u>	Comprehension	105	105
<u>Complex Shapes and Designs</u>	Application	106	106
<u>Upper Case Letters</u>	Knowledge	107	107
<u>Upper Case Letters</u>	Comprehension	108	108
<u>Individual Letters</u>	Knowledge (comprehension)	109	109
<u>Individual Single Letters</u>	Knowledge (comprehension)	110	110
<u>Two- & Three Letter Groups</u>	Knowledge (comprehension)	111	111
<u>Two- & Three Letters</u>	Comprehension	112	112
<u>Four Letter Letters</u>	Application	113	113
<u>Four Letter Letters</u>	Application	114	114
<u>Upper and Lower</u>	Application	115	115
<u>Upper and Lower</u>	Application	116	116
<u>Common Words</u>	Application	117	117
<u>Common Words</u>	Application	118	118
<u>Upper and Lower</u>	Application	119	119
<u>Upper and Lower</u>	Application	120	120
<u>Upper and Lower</u>	Application	121	121
<u>Upper and Lower</u>	Application	122	122
<u>Upper and Lower</u>	Application	123	123
<u>Upper and Lower</u>	Application	124	124
<u>Upper and Lower</u>	Application	125	125
<u>Upper and Lower</u>	Application	126	126
<u>Upper and Lower</u>	Application	127	127
<u>Upper and Lower</u>	Application	128	128
<u>Upper and Lower</u>	Application	129	129
<u>Upper and Lower</u>	Application	130	130
<u>Upper and Lower</u>	Application	131	131
<u>Upper and Lower</u>	Application	132	132
<u>Upper and Lower</u>	Application	133	133
<u>Upper and Lower</u>	Application	134	134
<u>Upper and Lower</u>	Application	135	135
<u>Upper and Lower</u>	Application	136	136
<u>Upper and Lower</u>	Application	137	137
<u>Upper and Lower</u>	Application	138	138
<u>Upper and Lower</u>	Application	139	139
<u>Upper and Lower</u>	Application	140	140
<u>Upper and Lower</u>	Application	141	141
<u>Upper and Lower</u>	Application	142	142
<u>Upper and Lower</u>	Application	143	143
<u>Upper and Lower</u>	Application	144	144
<u>Upper and Lower</u>	Application	145	145
<u>Upper and Lower</u>	Application	146	146
<u>Upper and Lower</u>	Application	147	147
<u>Upper and Lower</u>	Application	148	148
<u>Upper and Lower</u>	Application	149	149
<u>Upper and Lower</u>	Application	150	150
<u>Upper and Lower</u>	Application	151	151
<u>Upper and Lower</u>	Application	152	152
<u>Upper and Lower</u>	Application	153	153
<u>Upper and Lower</u>	Application	154	154
<u>Upper and Lower</u>	Application	155	155
<u>Upper and Lower</u>	Application	156	156
<u>Upper and Lower</u>	Application	157	157
<u>Upper and Lower</u>	Application	158	158
<u>Upper and Lower</u>	Application	159	159
<u>Upper and Lower</u>	Application	160	160
<u>Upper and Lower</u>	Application	161	161
<u>Upper and Lower</u>	Application	162	162
<u>Upper and Lower</u>	Application	163	163
<u>Upper and Lower</u>	Application	164	164
<u>Upper and Lower</u>	Application	165	165
<u>Upper and Lower</u>	Application	166	166
<u>Upper and Lower</u>	Application	167	167
<u>Upper and Lower</u>	Application	168	168
<u>Upper and Lower</u>	Application	169	169
<u>Upper and Lower</u>	Application	170	170
<u>Upper and Lower</u>	Application	171	171
<u>Upper and Lower</u>	Application	172	172
<u>Upper and Lower</u>	Application	173	173
<u>Upper and Lower</u>	Application	174	174
<u>Upper and Lower</u>	Application	175	175
<u>Upper and Lower</u>	Application	176	176
<u>Upper and Lower</u>	Application	177	177
<u>Upper and Lower</u>	Application	178	178
<u>Upper and Lower</u>	Application	179	179
<u>Upper and Lower</u>	Application	180	180
<u>Upper and Lower</u>	Application	181	181
<u>Upper and Lower</u>	Application	182	182
<u>Upper and Lower</u>	Application	183	183
<u>Upper and Lower</u>	Application	184	184
<u>Upper and Lower</u>	Application	185	185
<u>Upper and Lower</u>	Application	186	186
<u>Upper and Lower</u>	Application	187	187
<u>Upper and Lower</u>	Application	188	188
<u>Upper and Lower</u>	Application	189	189
<u>Upper and Lower</u>	Application	190	190
<u>Upper and Lower</u>	Application	191	191
<u>Upper and Lower</u>	Application	192	192
<u>Upper and Lower</u>	Application	193	193
<u>Upper and Lower</u>	Application	194	194
<u>Upper and Lower</u>	Application	195	195
<u>Upper and Lower</u>	Application	196	196
<u>Upper and Lower</u>	Application	197	197
<u>Upper and Lower</u>	Application	198	198
<u>Upper and Lower</u>	Application	199	199
<u>Upper and Lower</u>	Application	200	200

VISUAL DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
LETTER RECOGNITION (continued)			
<u>Clothespin Crowns</u>	Knowledge (comprehension)	beginning	.29
<u>Mountain Climb</u>	Knowledge	"	.30
<u>Sponge Dice</u>	"	"	.31
<u>Twister Letter Game</u>	"	middle	.32
<u>Fish Pond</u>	"	"	.33
<u>Bean Bag Toss</u>	"	"	.34
<u>Deer in Meadow Game Board</u>	"	"	.35
<u>Lollipops</u>	"	"	.36
<u>Sponge Dice</u>	(comprehension)	"	.37
<u>Simon Says</u>	Knowledge	"	.38
<u>Bingo Grids</u>	Application (comprehension)	"	.39
<u>Concentration</u>	Knowledge	advanced	.40
<u>Conductor Hat</u>	"	"	.41
MATCH CAPITALS TO SMALL LETTERS (Letter Recognition)			
<u>Cut-Apart Alphabet</u>	Application	beginning	.42
<u>Cup-Hook Board</u>	"	"	.43
<u>Carpet Cards</u>	"	middle	.44
<u>Trash Bag Letter Game</u>	"	"	.45
<u>Styrofoam Cups Match</u>	"	advanced	.46
<u>Dilcloth Letter Square</u>	"	"	.47
TOTAL WORD FORM and PHRASES			
<u>Configuration Cards</u>	Application (comprehension)	beginning	.48
<u>Dominoes</u>	Application	"	.49
<u>Word Worms</u>	Knowledge	"	.50
<u>Same or Different</u>	Analysis	middle	.51
<u>Word Grids</u>	Application (comprehension)	"	.52
<u>Phrase Bingo</u>	Application (comprehension)	advanced	.53
<u>Easel Charts</u>	Application	"	.54
TOTAL WORD FORM AND SEQUENCING			
<u>Make-a-Word</u>	Application	advanced	.55
<u>Make-a-word wooden blocks</u>	"	"	.55a

VISUAL MEMORY

CONTENTS

	level of thinking	level of skill	activity number
VISUAL MEMORY			
<u>People</u>	Knowledge	beginning	56
<u>Picture Details</u>	"	"	57
<u>Objects</u>	"	"	58
<u>Objects</u>	"	"	59
<u>Objects</u>	"	"	60
<u>Observing Clothing Detail</u>	"	"	61
<u>Pictures</u>	"	"	62
<u>Missing People</u>	"	"	63
<u>Movements</u>	"	"	64
<u>Placement of Objects in a</u>			
<u>Scene</u>	Application	"	65
<u>Shapes</u>	Knowledge	middle	66
<u>Sequence of Letters</u>	Application	"	67
<u>Patterns - Bead</u>	Knowledge	"	68
<u>Total Word Form</u>	"	"	69
<u>Peg Patterns</u>	"	"	70
<u>Words - Classmates' Names</u>	"	"	71
<u>Picture Detail</u>	Comprehension	"	72
<u>Objects</u>	Knowledge	advanced	73
<u>Details of Picture</u>	"	"	74
<u>Words - Nonsense</u>	"	"	75
<u>Total word Form and Sequence</u>	Application	"	75a
<u>Words</u>	Knowledge	"	76
<u>Phrase Discrimination and</u>			
<u>Memory</u>	"	"	76a
	(comprehension)	"	76a
<u>Total Sentence and Sequencing</u>	Application	"	77
<u>Total Sentence and Sequencing</u>	"	"	77a
<u>Words</u>	Analysis	"	78

PROJECT ERA
EARLY
READING-READINESS
ACHIEVEMENT

TEACHER HANDBOOK
FOR
WORD - ATTACK
COMPONENT A

AUDITORY DISCRIMINATION
AND
AUDITORY MEMORY

This handbook was developed during the first year of project operation for use during the curriculum implementation stage of the project and is in its first draft. Revisions will be made as a result of feedback from the experimental and control classrooms.

AMES COMMUNITY SCHOOL DISTRICT

AMES, IOWA

NOVEMBER 15, 1973

AUDITORY DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
GROSS and FINE			
<u>Environmental Sounds</u>	Knowledge	Beginning	1
<u>Verbal Clue Listening Game</u>	"	"	2
<u>Busy Objects (kitchen)</u>	"	"	3
<u>Beginning and Cessation of Sounds</u>	"	"	4
<u>Locate the Sound (Time Bomb)</u>	"	"	5
<u>Who Has the Bell?</u>	"	Middle	6
<u>Whose Voice.</u>	"	"	7
<u>High and Low</u>	Comprehension	"	8
<u>Yes - No Game (Pair of Words).</u>	"	"	9
<u>Question Answer Game</u>	"	"	9a
<u>Which Rhythm Instrument.</u>	Knowledge	Advanced	10
<u>Sound Cans</u>	"	"	11
<u>Which Word Doesn't Rhyme</u>	Application	"	12
<u>Verbal Question Game</u>	Comprehension	"	12a
<u>Verbal Questions</u>	"	"	12b
MATCHING BEGINNING SOUNDS			
<u>Same or Different.</u>	Knowledge and Comprehension	Beginning	13
<u>Sort the Objects</u>	"	"	14
<u>Strawberry Box Zoo</u>	"	"	15
<u>Paper Sack Match</u>	"	"	16
<u>Sound Train.</u>	"	"	17
<u>Picture Puzzle Match</u>	"	"	18
<u>Where Do the Jar Rings Go.</u>	"	"	19
<u>Pizza Round-Clothespin Game.</u>	"	"	20
<u>Point the Arrow.</u>	Knowledge	"	21
<u>Old Itch</u>	"	"	22
<u>Basket of Objects.</u>	"	Middle	23
<u>Listen-Act Game.</u>	"	"	24
<u>I Hear the Sound</u>	"	"	25
<u>Find the Picture</u>	"	"	26
<u>Clothesline Match.</u>	"	"	27
<u>Library Pockets Chart Match.</u>	Application	"	28
<u>Think of Another Word.</u>	"	"	29
<u>I'm Going To the Beach</u>	"	"	30
<u>Compare the Sounds</u>	Analysis	"	31
<u>Lost Squirrel.</u>	Knowledge	Advanced	32
<u>Rescue on the Roof</u>	Application	"	33
LETTER/SOUND ASSOCIATION			
<u>Poems and Stories (S and Z).</u>	Knowledge	Beginning	34
" " " (T and D).	"	"	35
" " " (R and L).	"	"	36
" " " (Y and G).	"	"	37
" " " (F and V).	"	"	38

AUDITORY DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
LETTER/SOUND ASSOCIATION (continued)			
Poems and Stories (P and B)	Knowledge	Beginning	39
" " " (m,n,ng)	Knowledge	"	40
Sort the Objects	Comprehension	"	41
Match Me Chant	Knowledge	"	41
	Application	"	42
Paper Bag Puppets	Comprehension	"	43
Puppet Characters	Application	"	43a
Sound Masks (fish)	"	"	44
Apron Pockets	"	"	45
Thread the Yarn Match	"	"	46
Dominoes	"	"	47
Broken Letter	"	"	48
Capture the Animal	"	"	49
Quizmo	"	"	50
Trash Bag Letter Game	Application	"	51
	Comprehension	"	51
Think of a Word for My Sound	Application	"	52
Flannel Letter and Sound Match	"	"	53
Do These Start Alike?	"	"	54
Walk-On Letter Line	Knowledge	Middle	55
Sound Boxes (objects)	Application	"	56
Paper Bag Sort (objects)	Application	"	57
	Comprehension	"	57
"May I?" Picture-Letter Game	Application	"	58
Sound Kangaroos	"	"	59
Sound Train Game	"	"	60
Letter/Sound Pizza Wheel Game	Application	"	61
	Comprehension	"	61
Ring the Sound (jar rings)	Application	"	62
Spinneret Board	"	"	63
Animal Race	"	"	64
Treasure Capture	"	"	65
Letter-Picture Puzzle Match	Knowledge	Advanced	66
Worm Box	"	"	67
Orange Tree Game	Application	"	68
Strawberry Box Zoo	"	"	69
Library Pocket Chart Match	"	"	70
Clothesline Game	"	"	71
Make a Sound Wheel	"	"	72
Word Pairs (beginning/ending sounds)	Analysis	"	73
LETTER SOUND ASSOCIATION (beginning, ending and medial)			
Listen! Listen!	Application	Middle	74
Mr. Engine, Mr. Caboose	"	"	75
holiday Sound Location Game	"	"	76

AUDITORY DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
LETTER SOUND ASSOCIATION (beginning, ending, and medial)			
<u>Hitching Post</u>	Application	Middle . . . . .	.77
<u>Dachshund</u> . . . . .	" . . . . .	" . . . . .	.78
<u>Mr. Beginning, Mr. Middle and Mr. End</u>	"	Advanced . . . . .	.79
<u>Sound Location Lacing Board</u> . . . . .	" . . . . .	" . . . . .	.80
<u>Make a Word</u> . . . . .	" . . . . .	" . . . . .	.81
<u>Name the Letter</u> . . . . .	" . . . . .	" . . . . .	.82
BLENDS			
<u>Blend Pellon Stories (sh, ch,)</u>	Knowledge	Middle . . . . .	.83
" " " (wh, w) . . . . .	" . . . . .	" . . . . .	.84
" " " (th) . . . . .	" . . . . .	" . . . . .	.85
<u>Blend Board (jar rings)</u>	Application	Advanced . . . . .	.86
<u>Blend Pizza Wheels</u> . . . . .	" . . . . .	" . . . . .	.87
<u>Spinneret Blend Board</u> . . . . .	" . . . . .	" . . . . .	.88
RHYMING			
<u>Cars and Garages (rhyming)</u>	Knowledge - Comprehension	Beginning . . . . .	.89
<u>Word Turns (rhyming)</u>	Knowledge . . . . .	" . . . . .	.90
<u>Rhyming Objects</u>	Application - Comprehension . . . . .	" . . . . .	.91
<u>Finish My Rhyme</u>	Application	Middle . . . . .	.92
<u>Police Captain (rhyme game)</u> . . . . .	" . . . . .	" . . . . .	.93
<u>Rhyming Rummy</u> . . . . .	" . . . . .	" . . . . .	.94
<u>Word Family Pringle Can</u> . . . . .	" . . . . .	" . . . . .	.95
<u>Rhyme Relay</u> . . . . .	" . . . . .	" . . . . .	.96
<u>Another Word</u> . . . . .	" . . . . .	" . . . . .	.97
<u>Houses for Rhyme</u>	Knowledge	Advanced . . . . .	.98
<u>Rhyming Worms</u> . . . . .	" . . . . .	" . . . . .	.99
<u>Tachistoscope</u>	Application	"	100
<u>Word Family Trash Bags</u>	"	"	101
<u>Make a-Word Rhyme Cards</u>	"	"	102
<u>Word Family Worm Box</u>	Knowledge - (Application, Self- Directed)	"	103

AUDITORY MEMORY

CONTENTS

	level of thinking	level of skill	activity number
<u>Commands - Directions.</u>	Knowledge.	Beginning	104
"	"	"	104a
<u>Rhythm Instrument Sounds</u>	Application.	"	105
<u>Say What I Said (Sentences).</u>	"	"	106
<u>Echo Game (Words).</u>	Knowledge.	"	107
<u>Missing Word Rhyme</u>	"	"	108
<u>What Happened? Mother Goose</u>	Comprehension.	"	109
<u>Questions and Answers.</u>	"	"	110
"	"	Middle	111
<u>Oral Directions.</u>	Application.	"	112
<u>Magic Sentences.</u>	Knowledge.	"	113
<u>I'm Going To the Moon.</u>	Application.	"	114
<u>Tap a Sequence (Rhythm Instru- ments)</u>	"	"	115
<u>Say What I Said (Letter Sequence)</u>	Knowledge.	"	116
<u>Say What I Said (Digit Sequence)</u>	"	"	117
<u>Directions for Dittos.</u>	Application.	"	118
<u>Directions Worksheet</u>	"	"	118a
<u>Complete a Sentence Logically.</u>	"	"	119
<u>Nonsensical Sentences.</u>	Comprehension.	"	120
"	"	"	121
<u>Retelling a Story.</u>	"	"	122
<u>Pictured Sequence Stories.</u>	"	"	123
<u>Objects in Order</u>	Knowledge.	Advanced.	124
<u>Complex Directions for Ditto</u>	Application.	"	125
<u>Worksheet for #125</u>	"	"	125a
<u>Listen and Draw.</u>	"	"	125b
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VISUAL AND AUDITORY SKILLS

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PROJECT ERA
EARLY
READING-READINESS
ACHIEVEMENT

TEACHER HANDBOOK
FOR
VERBAL EXPRESSION
COMPONENT B

This handbook was developed during the first year of project operation for use during the curriculum implementation stage of the project and is in its first draft. Revisions will be made as a result of feedback from the experimental and control classrooms.

AMES COMMUNITY SCHOOL DISTRICT

AMES, IOWA

NOVEMBER 15, 1973

VERBAL EXPRESSION

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	level of thinking	level of skill	activity number
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VERBAL EXPRESSION

CONTENTS (continued)

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VERBAL EXPRESSION

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VERBAL EXPRES SION

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VERBAL EXPRESSION

CONTENTS (continued)

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PROJECT ERA
EARLY
READING-READINESS
ACHIEVEMENT

TEACHER HANDBOOK
FOR
GROSS MOTOR
COMPONENT C

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AMES COMMUNITY SCHOOL DISTRICT

AMES, IOWA

January 1, 1973

GROSS MOTOR

CONTENTS

	level of performance	level of skill	activity number
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GROSS MOTOR

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GROSS MOTOR

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GROSS MOTOR

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GROSS MOTOR

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<u>Bullseye.</u>	Articulation.	"	174
<u>Bounce and Clap and Catch</u>	"	Advanced.	175
<u>Can You Do This? (stunts)</u>	"	"	176
<u>MINI-TRAMP</u>			
<u>Beginning Jumps</u>	Manipulation.	Beginning	177
<u>Scissor Jump.</u>	"	"	178
<u>One Foot Only</u>	Precision	Middle.	179
<u>Musical Jumps</u>	"	"	180
<u>Jump and Turn</u>	Articulation.	Advanced.	181
<u>Terrific On the Tramp</u>	"	"	182
<u>STILTS</u>			
<u>Romper Stompers</u>	Manipulation.	Beginning	183
<u>Backwards and Forwards.</u>	Precision	"	184
<u>Beginner's Wooden Stilts.</u>	Manipulation.	Middle.	185
<u>Grown Up Stilts</u>	Precision	"	186
<u>Obstacle Course Walk.</u>	Articulation.	Advanced.	187
<u>See What I Can Do?.</u>	"	"	188
<u>P O S I T I O N I N S P A C E</u>			
<u>OBSTACLE COURSE</u>			
<u>Log Roll.</u>	Manipulation.	Beginning	189
<u>Follow the Leader</u>	"	"	190
<u>Over, Under, Around, Through.</u>	Precision	Middle.	191
<u>Skip, Jump, Gallop, Slide</u>	"	"	192
<u>Zig Zags</u>	Articulation.	Advanced.	193
<u>Road Maps</u>	"	"	194
<u>CREATIVE MOVEMENT</u>			
<u>Rope Romps</u>	Manipulation.	Beginning	195
<u>Let's Pretend</u>	Imitation	"	196
<u>Parachute Play.</u>	Manipulation.	Middle.	197
<u>Mountain and Mushroom</u>	"	"	198
<u>Somersaults</u>	Articulation.	Advanced.	199
<u>Hula Hoops.</u>	Precision	"	200
<u>TARGET SKILLS</u>			
<u>Spokes of Wheel (rolling)</u>	Manipulation.	Beginning	201
<u>Pig in the Pen.</u>	"	"	202
<u>Bean Bag Frolic</u>	"	Middle	203
<u>Partner Roll.</u>	Precision	"	204
<u>Let's Bowl.</u>	Articulation.	Advanced.	205

GROSS MOTOR

C O N T E N T S	level of performance	level of skill	activity number
TARGET SKILLS - continued			
Bongo Ball Eater	Articulation.	Advanced. . . . .	.206
Balloon Tap (catching)	Manipulation.	Beginning . . . . .	.207
Across the Moat. . . . .	" . . . . .	" . . . . .	.208
Crazy Catch	Precision	Middle. . . . .	.209
Partner Catch. . . . .	" . . . . .	" . . . . .	.210
Drop and Catch	Articulation.	Advanced. . . . .	.211
Move and Catch . . . . .	" . . . . .	" . . . . .	.212
Scoops! Scoops! . . . . .	" . . . . .	" . . . . .	.213
Scoop-di-doo! . . . . .	" . . . . .	" . . . . .	.214
Copy My Throw (throwing)	Imitation	Beginning . . . . .	.215
Crazy Toss	Manipulation. . . . .	" . . . . .	.216
Steal the Bacon.	Precision	Middle . . . . .	.217
Carnival Capers. . . . .	" . . . . .	" . . . . .	.218
Travel Toss.	"	Advanced. . . . .	.219
Upper-Lower, Right and Left.	Articulation. . . . .	" . . . . .	.220
Partner Run and Catch. . . . .	" . . . . .	" . . . . .	.221
Rings On Cones . . . . .	" . . . . .	" . . . . .	.222
Circle Ball (kicking).	Manipulation.	Beginning . . . . .	.223
Partners . . . . .	" . . . . .	" . . . . .	.224
Across the Continent	Precision	Middle. . . . .	.225
Kick Ball. . . . .	" . . . . .	" . . . . .	.226
Mouse Trap	Articulation.	Advanced. . . . .	.227
Toe to Toe - Around We Go. . . . .	" . . . . .	" . . . . .	.228
Copy My Bounce (Bouncing).	Imitation	Beginning . . . . .	.229
Circle Bounce.	Manipulation. . . . .	" . . . . .	.230
Into the Hoop.	Precision	Middle. . . . .	.231
Oh Be Careful Little Bounce Where You Go . . . . .	" . . . . .	" . . . . .	.232
Dinner Plate	Articulation.	Advanced. . . . .	.233
Obstacle Bounce. . . . .	" . . . . .	" . . . . .	.234
Bounce and Dribble . . . . .	" . . . . .	" . . . . .	.235
Around We Go . . . . .	" . . . . .	" . . . . .	.236

APPENDIX D
LISTING OF MATERIALS

PROJECT ERA - COMMERCIAL MATERIALS USED IN WORD ATTACK PROGRAM

122

Source	Material	Used in Act. No.
Addison-Wesley Publishing Co., Inc. 106 West Station St. Barrington, Ill. 60010	Book: Mary Baratta Lorton, <u>Workjobs</u> , 1972	Aud. 17, 19, 21, 62, 69, 86.
American Guidance Service, Inc. Circle Pines, Minn. 55014	Lloyd M. Dunn, Ph.D., James G. Smith, Ed.D., Kathryn B. Horton, M.S., Peabody Language Development Kit, Level P.	Aud: 8, 71
	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., Peabody Language Development Kit, Level 1.	Aud. 26, 71
Bell & Howell 7100 McCormick Road Chicago, Ill. 60645	Language Master	Vis. 27.
Bowmar P.O. Box 3623 Glerdale, Calif. 91201	Record: "Listening Time Stories" by Louise Binder Scott and Louise Wood, Albums #1 and #2.	Aud. 34, 36, 83.
Continental Press P.O. Box 554 Elgin, Ill. 50120	<u>Visual Discrimination Pictures</u> , Sheets of Ditto	Vis. 54, 62 Aud. 90.
Developmental Learning Materials 7440 Matchez Avenue Niles, Illinois 60648	Association Picture Cards	Vis. 51, 55, 66, 68, 70, 73.
	Vocab - Tracks	Aud. 145
Edu-Cards Corp. 60 Austin Blvd. Commack, N. Y. 11725	ABC Lotto	Vis. 8, Aud. 72.
Educational Service, Inc. P. O. Box 219 Stevensville, Mich 49127	Book: <u>Rescue</u>	Aud. 13.
Follett Publishing Co. 1010 W. Washington Chicago, Ill. 60607	Book: Virginia Reid, Helen P. McDonald, Tonja Perry, <u>The World of Language</u> , 1972, Books M and I	Aud. 126
Houghton Mifflin 1900 South Batavia Ave. Geneva, Ill. 60134	Game: <u>Getset</u> , Games for Beginning Readers, #1-35223	Vis. 26 Aud. 47, 48, 64, 65, 128, 143, 148
Ideal School Supply Co. 11000 S. Lavegne Ave. Oak Lawn, Ill. 60453	Picture Cards for Peg Board, #2721 Tray Puzzle, Phonic #2700 Tray Puzzle, Grammar, #3710 Rhyming Pictures for Peg Board, #2694	Aud. 14, 31, 42 45, 51, 52, 58, 62, 63, 71, 88, 89, 91, 93.
	Tray Puzzles	63
Invicta Plastics, Lt. Educational Aids Division Oadby, Leicester, England	Attribute Blocks, I. P. 1107	Vis. 2a Aud. 112.

Source	Material	Used in Act. No.
Joint County School System Box 1406 4401 Sixth Street Rd., S. W., Cedar Rapids, Iowa 52406	Book: <u>From Toys to Tools</u> (presently out of print)	Vis. 2, 68, 73, 74.
Laurie Enterprises, Mfrs. Phillips-Avon, Maine 04966	Jumbo-Alpha-A-Number, lower case #2302 (washable crepe foam) Early Literacy	Vis. 8, 26 Aud. 42.
Lyons and Carnahan Education Division Meredith Corp. 407 East 25th St. Chicago, Ill. 60614	Games: "Old Itch" and "Vowel Dominoes" in a set of games called, <u>Phonics We Use</u> , #352700	Aud. 22, 136
McGraw-Hill Book Co. Webster Division Manchester Rd. Manchester, Mo. 63011	Book: <u>Talking Time</u> (2nd Edition) 1966, Louise Binder Scott, & J. J. Thompson.	Aud. 2, 34, 35, 36, 37, 38, 39, 40, 83, 84, 85, 108, 126.
	Book: <u>Learning Time with Lan- guage Experiences for Young Children</u> , 1968, Louise Binder Scott.	Aud. 126
Milton Bradley Co. Springfield, Mass. 01101	Kit: Merle B. Korner, Ph.D., <u>GOAL</u> Language Development Game Oriented Activities for Learning.	Vis. 57.
	Quizmo	Vis. 39 Aud. 50, 74
	Sort-a-Card Game	Vis. 56 Aud. 42, 138, 14i
	Twister Game, #4645	Vis. 32 Aud. 55, 63
	Flannel Board - manuscript, lower case letters, #7804	Vis. 8, 22.
Scott Foresman 1900 E. Lake Ave. Glenview, Ill. 60025	Record - "Sounds Around Us"	Aud. 1
	Reading Cards	Vis. 12, 17, 67, 76a
Singer Educ. & Trn'g Products Society for Visual Educ., Inc. 1345 Diverso, Chicago, Ill. 60614	<u>Initial Vowel Sounds Floor Game</u> #5557	Aud. 131
Trend Enterprises P. O. Box 8623 Whitebear Lake, Minn. 55110	Wipe-Off Designs	Vis. 3 Aud. 62

Source	Material	Used in Act. No.
University City School District 725 Kingsland Ave. University City, Missouri 63130	Book: <u>Sensory Experiences</u> Aud. and Vis. Tactile - Developmental Skills, Series Book II	Vis. 2
Wollensak Teaching Tape, Mincom Division 3 M Company 3 M Center, St. Paul, Minn. 55101		Aud. 77, 124, 125, 125b, 126, 131
2505 Towering Oaks Bryan, Texas 77801	Book: Jean Marie Anderson, Brenda Fortenberry, Betty Coody, <u>On With Games</u> , 1971	Aud. 49, 63, 67, 88, 103.

Source	Material	Used in Act. No.
Addison-Wesley Publ. Co., Inc. 106 West Station Street Barrington, Ill. 60010	Book: <u>Mr. Tall and Mr. Small</u> , Young Scott Books	Act. #85
	Esphyr Slobodkina, <u>Caps For Sale</u> , 1947.	Act. #159
American Guidance Service, Inc. Circle Pines, Minn. 55014	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., Kathryn B. Horton, M.S., <u>Peabody Language Develop- ment Kit, Level #P.</u>	Act. #1, 2, 3, 5, 6, 9, 10, 15, 16, 19, 29, 35, 36, 37, 38, 41, 43, 44, 48, 52, 61, 64, 65, 71, 73, 75, 80, 86, 88, 90, 98, 100, 103, 105, 116, 125, 126, 127, 128, 129, 130, 154, 156, 157, 173.
	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., <u>Peabody Language Development Kit, Level #1.</u>	Act. #5, 6, 7, 21, 26, 27, 29, 36, 38, 48, 53, 55, 56, 64, 67, 68, 69, 71, 72, 73, 74, 80, 83, 84, 85, 86, 92, 93, 96, 97, 112, 114, 115, 116, 117, 122, 124, 131, 133, 134, 135, 136, 137, 138, 158, 164.
Bell & Howell 7100 McCormick Road Chicago, Ill. 60645	Language Master	Act. #9, 32, 132, 137.
Bobbs-Merrill Co., Inc. 4300 W. 62nd Street Indianapolis, Ind. 46268	Book: Rene Sheret, <u>What If You Heard</u> , 1970.	Act. #22.
Bowmar 622 Rodier Drive Glendale, Calif.	Books: Beth Clure, Helen Rumsey, <u>Little, Big, Bigger</u> , Manipulative Books.	Act. #98.
	Lucille Wood, <u>A Summer Day on the Farm</u> , found in " <u>Rhythms to Read- ing</u> ".	Act. #163
	Ellen Blance, Ann Cook, <u>Monster Books</u> .	Act. #190
	Tape: "Seeds and More Seeds" in tape "The World of Nature", #518, The Best in Children's Literature	Act. #142
Cornet	Available from Area XI - Film: "Animal Babies Grow Up"	Act. #153

Source	Material	Activity Used In
Coward-McCann & Geoghegan, Inc. 200 Madison Ave. N.Y., N.Y. 10016	Book: Wanda Gag, <u>Millions of Cats</u> , 1938.	Act. #152
Thomas Y. Crowell 201 Park Ave. So. N.Y., N.Y. 1003	Book: Paul Showers, <u>The Listening Walk</u> , 1961.	Act. #14
Cuisenaire Co. of America, Inc. 12 Church Street New Rochelle, N. Y. 10805	Cuisenaire Rods, by Patricia Davidson, Arlene Fair, Grace Galton	Act. #99
Developmental Learning Materials 7400 Matchez Ave. Niles, Ill. 60648	Association Picture Cards I & II, No. P 124 & 156.	Act. #26,63,96,112,172.
Edu-Caras Corporation 60 Austin Blvd. Commack, N. Y. 11725	Food Lotto Game	Act. #5
	Farm Lotto Game, #104	Act. #41
	Object Lotto Game, #127	Act. #26,107
	Zoo Lotto Game, #101	Act. #41
	Animal Lotto Game	Act. #8
	Toy Lotto Game,	Act. #60
	Lotto Games	Act. #124
Eye Gate House Jamaica, N. Y. 11435	Filmstrips, "Sight and Sound Discovery Trips", #199	Act. #33,76,172
Follett Publishing Co. 1010 W. Washington Chicago, Ill. 60607	Record-Books Kit, <u>The Junior Listen-Hear Program</u> , Jan Slepian, M.A., Ann Seidler, Ph.D.	Act. #31,33,115,124,126,131,135,147,150,156,157,158,161,172,181,183
	Books: Jean H. Berg, <u>Little Red Hen</u> , 1963	Act. #162
	Margaret Hillert, <u>Three Bears</u> , 1963	Act. #102,150
	Margaret Hillert, <u>Three Little Pigs</u> , 1963	Act. #102,133
General Learning Corp. Morristown, N. J. 07960	Judy, See-Quees Series Story Boards (12 pieces in 13"x14" frame)	Act. #170,172

Source	Material	Activity Used In
Golden Press Subsidiary of Western Publishing Co., Inc. 850 Third Ave. N. Y., N. Y. 10022	Books: <u>Karen's Opposites</u> , 1971.	Act. #84
	Richard Scarry, <u>Best Word Book Ever</u> , 1963.	Act. #104
Harcourt Brace Jovanovich, Inc., 755 Caldwell Ave. Chicago, Ill. 60648	Book: Joan W. Anglund, <u>Look Out the Window</u> , 1959.	Act. #110
Harper & Row 2500 Crawford Ave.	Books: Ruth Krauss, <u>The Backward Day</u> , 1950.	Act. #135,168
	Ruth Krauss, <u>A Hole Is To Dig: A First Book of First Definitions</u> , 1952.	Act. #109
	Ruth Krauss, <u>Open House for Butterflies</u> , 1960	Act. #109
	Charles G. Shaw, <u>It Looked Like Spilt Milk</u> , 1947.	Act. #174,186
	Gene Zion, <u>Harry the Dirty Dog</u> .	Act. #141
Houghton Mifflin 1900 So. Batavia Ave. Geneva, Ill. 60134	Book: Getting Ready to Read, M. Lucile Harrison, Wm. K. Durr, Paul McKee, Linguistic Advisor- Jack E. Pittell.	Act. #106
Holt, Rinehart & Winston, Inc. 625 N. Michigan Ave. Chicago, Ill. 60611	Book: Bill Martin, <u>A Ghost Story</u> , <u>Holt Instant Reader, Level I</u> .	Act. #158
The Instructo Corp. Paoli, Pa. 19301 (Subsidiary of McGraw-Hill)	<u>The Classification Game</u> , Instructo Activity Kit, #1014	Act. #78,84
	<u>Discovering Opposites</u> , Instructo Activity Kit, #101	Act. #84,95
	<u>We Dress For The Weather</u> , Flannel Board Kit	Act. #55
	<u>People We Know</u> , #1161	Act. #167
London Records	#6559, Swan Catalog, "Pictured At An Exhibition", Pianist Shtenazy, Zubin Mehta conducting Philadelphia Orchestra.	Act. #34

Source	Material	Activity Used In
McGraw-Hill Book Co. Webster Division Manchester Road, Manchester, Mo. 63011	Book: Louise Binder Scott, <u>Learning Time With Language Experiences for Young Children.</u>	Act. #89,107,109, 110,115,119,123, 124,139,147,11,23, 94,106.
Milton Bradley Co. Springfield, Mass. 01101	GOAL, Language Development, Game Oriented Activities for Learning by Merle B. Korner, Ph/D., #7575	Act. #10,96,126, 172.
	<u>Opposites - Flannel Board Teaching Aids, #7824.</u>	Act. #83,93.
	<u>Parquetry Design Blocks - #8439</u>	Act. #86.
	<u>Scene Sequence Cards, #7547</u>	Act. #172
	<u>Sequence Poster Cards, 3 Scene, #7546</u>	Act. #171
Nat'l Council of Teachers of English 508 South Sixth Street Champaign, Ill. 61822	Book: Marlene Glaus, <u>From Thoughts to Words, 1965.</u>	Act. #32,88,90, 93,05,109,117,121.
Oddo Publ. Inc. Beuregard Blvd. Fayetteville, Ga. 30214	Book: Alvin Westcott, <u>Word Bending With Aunt Sarah. 1968.</u>	Act. #121
Parents Magazine Press 52 Vanderbilt Ave. N.Y., N.Y. 10017	Book: Miriam Young, <u>Jellybeans for Breakfast, 1968.</u>	Act. #141
Platt-Munk Div. of Questcr Educational Products Co. Bronx River Ave. Bronx, N. Y. 10472	Book: Nova Nestrack (editor), <u>Gingerbread Boy.</u>	Act. #174
Scholastic Book Series 904 Sylvan Ave. Englewood Cliffs, N. J. 07632	Books: Leonore Klein, <u>Brave Daniel, 1969.</u>	Act. \$120
or Scholastic Book Services, Division of Scholastic Magazines 50 W. 44th Street N. Y., N. Y. 10036	Maurice Sendak, <u>Where The Wild Things Are.</u>	Act. #34,101
	Book-Record Comb.: Ann McGovern, <u>Too Much Noise.</u>	Act. #33
	Ruth Krauss, A Carrot Seed.	Act. #141.

Source	Material	Activity Used In
Scott, Foresman 1900 East Lake Ave. Glenview, Ill. 60025	Book: M. H. Arbuthnot, <u>Time For Poetry</u>	Act. #149
Charles Scribner's Sons 597 Fifth Ave., N. Y., N. Y. 10017	Book: Marcia Brown, Cinderella, 1954.	Act. #166
Viking Press, Inc. 625 Madison Ave. N. Y., N. Y. 10022	Book: Marie H. Ets, <u>Gilberto and The Wind.</u>	Act. #149
World Publishers 110 East 59th St. N. Y., N. Y. 10022	Book: Jane Carruth, <u>Goldilocks and the Three Bears, 1972</u>	Act. #102,150
Young Peoples Record Guild New York, New York	Record: "Playful Scarf"	Act. #34

Source	Material	Activity Used In
American Book Co. Van Nostrand Co. 300 Pike Street Cincinnati, Ohio 45202	"Hokey Pokey" in <u>Music for Early Childhood</u> - New Dimensions Music Series	Act. #27
	<u>ABC Kindergarten Song Book</u>	Act. #1,78,79
	<u>Music For Young Americans</u> , ABC Music Series, Book I, 1963.	Act. #63
American Guidance Service, Inc. Circle Pines, Minn. 55014	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., Kathryn B. Horton, M.S., <u>Peabody Language Development Kit, Level #P</u>	Act. #4
Appleton-Century-Crofts Educational Division 440 Park Ave., S., N. Y., N. Y. 10016	Evelyn L. Schurr, <u>Movement Experiences for Children</u> , 1967	Act. #61
Bowmar 622 Rodier Drive Glendale, Calif, 91201	"Singing Fun", including "I Wiggle" and "My Hands" by Louise Binder Scott and Lucille Wood, #001	Act. #26
Milton Bradley Co. Springfield, Mass. 01101	"Twister Game", #4645	Act. #104
Christian Press Long Beach, California (Library of Congress Catalog Card #A-237556)	Jacquelyn Blotner, James Pugh, <u>Hop, Skip, Jump, Read</u> , 1971	Act. #62,56, 183
Educational Activities, Inc. Box 392 Freeport, N. Y. 11520	Wm. T. Braley, <u>Daily Sensori-motor Training Activities</u> , 1968	Act. #1,15,169, 170,224,225
	Bryant J. Cratty, <u>Developmental Sequences of Perceptual-Motor Tasks, Movement Activities for Neurologically Handicapped and Retarded Children and Youth</u> , 1967.	Act. #43,44
	Henry "Buzz" Glass, <u>Exploring Movement</u> , 1966.	Act. #34,48
	"The Rhythmic Parachute Play Record"	Act. #197,198
	"Honor Your Partner", Album 12, by Ed Durlacher	Act. #101

Source	Material	Activity Used In
Educational Record Sales 157 Chambers Street New York, N. Y.	"Childhood Rhythms", Series II Ruth Evans	Act. #84,101.
Fearon Publishers 6 Davis Drive Belmont, Calif. 94002	Robert E. Valett, <u>The Remediation of Learning Disabilities</u> , 1967	Act. #65,77,80.
Folkways Record Co. 701 7th Ave. N. Y., N. Y. 10036	"Skip Rope" (F.P. 729)	Act. #97
Follett Educational Corp. 1010 W. Washington Chicago, Ill. 60607	Marianne Frostig, <u>Move-Grow-Learn</u>	Act. #9,16,19,20,23, 28,29,32,33,39,40,4 45,50,51,74,75,107, 111,115,121,125, 126,139,140,152, 153,157,160,163, 165,182.
Ginn and Company 450 West Algonquin Rd. Arlington Heights, Ill. 60005	<u>Magic of Music</u>	Act. #57,63.
Charles E. Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio 43216	<u>Learning to Move and Moving to Learn</u> , Wanda Rector Arbuckle, Book I, Insects, 1969	Act. #54,66,146.
	Muska Mosston, <u>Developmental Movement</u> , 1965	Act. #42,82,83.
	Kephart, <u>The Slow Learner in the Classroom</u>	Act. #177,179.
National Education Association Journal of Health-Physical Education- Recreation, 3rd Edition American Assoc. of Health, Physical Education and Recreation Washington, D. C.	<u>How We Do It Game Book</u>	Act. #137
Nissen Trampoline Company 27th St. Cedar Rapids, Iowa 52404	Kit of materials, description of trampoline and activities.	Act. #181
Peek Publications Box 11065 Palo Alto, Calif. 94306	Layne C. Hackett, Robert G. Jenson, <u>A Guide to Movement Exploration</u> , 1973	Act. #30,35,36,38, 46,47,49,52,53,60, 67,68,81,85,94,107, 137.

Source	Material	Activity Used In
Perception Development Research Assoc. P. O. Box 936 La Porte, Texas 77571	Trampoline Boards	Act. #177
Prentice-Hall, Inc. Englewood Cliffs, N. J. 07632 or 999 East Touhy Ave. Des Plaines, Ill. 60019	Bryant J. Cratty, <u>Active Learning</u> , 1971.	Act. #27
RCA Records Educational Dept. 1133 Avenue of the Americas N. Y., N. Y. 10036	"Seven Jumps" (Denmark Folk Dance Record) (LPM-1623, p. 26 of RCA Records, School and Library Catalog 1973)	Act. #62,110.
School District of University City 725 Kingsland Ave. University City, Missouri 63130	<u>Motor Activities, Booklet I,</u> <u>Developmental Skills Series</u>	Act. #31,55,88, 120,167.

APPENDIX E
MONITORING FORMS

PROJECT ER
Early Reading-Readiness Achievement
Monitoring Chart

Gross Motor

Week of:

School:

Teacher:

Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL
1						50	102						150	202													
1a						51	103						151	203													
2						52	104						152	204													
3						53	105						153	205													
3a						54	106						154	206													
4						55	107						155	207													
4a						56	108						156	208													
5						57	109						157	209													
6						58	110						158	210													
7						59	111						159	211													
8						60	112						160	212													
9						61	113						161	213													
10						62	114						162	214													
11						63	114a						163	215													
12						64	114b						164	216													
13						65	114c						165	217													
14						66	115						166	218													
15						67	116						167	219													
16						68	117						168	220													
17						69	118						169	221													
18						70	118a						170	222													
19						71	119						171	223													
20						72	120						172	224													
21						73	121						173	225													
22						74	122						174	226													
23						75	123						175	227													
24						76	124						176	228													
25						77	125						177	229													
26						78	126						178	230													
27						79	127						179	231													
28						80	128						180	232													
29						81	129						181	233													
30						82	130						182	234													
31						83	131						183	235													
32						84	132						184	236													
33						85	133						185														
34						86	134						186														
35						87	135						187														
36						88	136						188														
37						89	137						189														
38						90	138						190														
39						91	139						191														
40						92	140						192														
41						93	141						193														
42						94	142						194														
43						95	143						195														
44						96	144						196														
45						97	145						197														
46						98	146						198														
47						99	147						199														
						100	148						200														
						101	149						201														

PROJECT ERA
Early Reading-Readiness Achievement
Monitoring Chart

Verbal Expression

Week of:

School:

Teacher:

Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL
1						51	101						101	151						151							
2						52	102						102	152						152							
3						53	103						103	153						153							
4						54	104						104	154						154							
5						55	105						105	155						155							
6						56	106						106	156						156							
7						57	107						107	157						157							
8						58	108						108	158						158							
9						59	109						109	159						159							
10						60	110						110	160						160							
11						61	111						111	161						161							
12						62	112						112	162						162							
13						63	113						113	163						163							
14						64	114						114	164						164							
15						65	115						115	165						165							
16						66	116						116	166						166							
17						67	117						117	167						167							
18						68	118						118	168						168							
19						69	119						119	169						169							
20						70	120						120	170						170							
21						71	121						121	171						171							
22						72	122						122	172						172							
23						73	123						123	173						173							
24						74	124						124	174						174							
25						75	125						125	175						175							
26						76	126						126	176						176							
27						77	127						127	177						177							
28						78	128						128	178						178							
29						79	129						129	179						179							
30						80	130						130	180						180							
31						81	131						131	181						181							
32						82	132						132	182						182							
33						83	133						133	183						183							
34						84	134						134	184						184							
35						85	135						135	185						185							
36						86	136						136	186						186							
37						87	137						137	187						187							
38						88	138						138	188						188							
39						89	139						139	189						189							
40						90	140						140	190						190							
41						91	141						141	191						191							
42						92	142						142	192						192							
43						93	143						143	193						193							
44						94	144						144														
45						95	145						145														
46						96	146						146														
47						97	147						147														
48						98	148						148														
49						99	149						149														
50						100	150						150														

PROJECT ERA
Early Reading-Readiness Achievement
Monitoring Chart

Word Attack

Week of:

School:

Teacher:

Visual							Auditory							Auditory													
Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL
1						51							12a							62						113	
1a						52							12b							63						114	
2						53							13							64						115	
2a						54							14							65						116	
3						55							15							66						117	
4						55a							16							67						118	
5						56							17							68						118a	
6						57							18							69						119	
7						58							19							70						120	
8						59							20							71						121	
9						60							21							72						122	
10						61							22							73						123	
11						62							23							74						124	
12						63							24							75						125	
13						64							25							76						125a	
14						65							26							77						125b	
15						66							27							78						126	
16						67							28							79						126a	
17						68							29							80						127	
18						69							30							81						128	
19						70							31							82						129	
20						71							32							83						130	
21						72							33							84						131	
22						73							34							85						132	
23						74							35							86						133	
24						75							36							87						134	
25						76a							37							88						135	
26						76							38							89						136	
27						76a							39							90						137	
28						77							40							91						138	
29						77a							41							92						139	
30						78							42							93						140	
31													43							94						141	
32													43a							95						142	
33													44							96						143	
34													45							97						144	
35													46							98						145	
36													47							99						146	
37						Auditory							48							100						147	
38						1							49							101						148	
39						2							50							102							
40						3							51							103							
41						4							52							104							
42						5							52							104							
43						6							54							105							
44						7							55							106							
45						8							56							107							
46						9							57							108							
47						9a							58							109							
48						10							59							110							
						11							60							111							
						12							61							112							