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ABSTRACT

This program, included in "Effective Reading Programs...", serves all students, kindergarten through grade twelve, in Maryland's public schools. The prime objective of the program is to ensure that all Maryland students can meet society's reading demands. The following three major considerations determine the goals: the reader as a person, the reading conditions, and the purposes for reading. Functional reading skills are identified to enable students to cope with everyday experiences that involve written communications, such as directions, forms, labels, and mail, and to achieve personal development. Specific reading goals are established for students to achieve by grades six, ten, and twelve. For example, among the expectations for students in grade ten are the ability to read applications for a driver's license, job, and welfare and for medical and banking purposes; to understand directions for cooking, sewing, and mechanical devices; and to use vocabulary words related to individual needs. The program delineates the skills that all students should achieve, but it is expected that many students will acquire additional skills to improve their reading ability.

(WB/AIR)

FUNCTIONAL READING FOR MARYLAND

BALTIMORE, MARYLAND

- ED106825
- PROGRAM SIZE AND TARGET POPULATION All the students in Maryland's public schools (about 182,000 pupils, grades 1-12) are included in the program.
- YEAR STARTED The program began in 1972.
- STAFF The program was developed by educators, students, parents, business professionals, and other state citizens. Existing school personnel are used with inservice training of about 2 hours. The program is coordinated through the state department of education.
- MAJOR FEATURES All reading instruction in Maryland results from five adopted State goals. These goals are:
1. UTILIZE A VARIETY OF READING MATERIALS
In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and nonprint (e.g., films, records, transparencies, maps, globes, charts).
 2. USE A WORD RECOGNITION SYSTEM
The achievement of this goal enables a student to perform two tasks which are basic to successful reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words, and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.
 3. COMPREHEND VARIOUS READING MATERIALS
To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these questions.
- 48/100

4. **MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY**
This goal prepares the student to survive in society by helping him to cope with everyday reading experiences (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes a minimal performance level for students, this goal is of prime importance.
5. **SELECT READING AS A PERSONAL ACTIVITY**
The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

The State goals are based on three major factors: the reader as a person, the reading conditions, and the purposes for reading. Each major factor is defined as follows:

1. "The Reader as a Person," includes his attitudes, developmental conditions, background, and versatility of reading styles.
2. "Reading Conditions," considers the readability of the materials and the conditions under which the reading is done.
3. "Reader's Purposes" takes into account the reasons why the reading is done.

This Functional Reading Program addresses State goals four and five. Each local school system and each school building delineated goals and objectives from the State goals. As a State, the functional reading component was adopted as a minimal expectation for all students, yet a part of a comprehensive instructional program for reading from K-Adult levels. Each feature will be discussed separately.

Defining Functional Reading. A selected committee representing teachers, curriculum supervisors, teacher training institutions, instructional media centers, early childhood education, the State Department of Education, and a nationally known reading specialist met to define functional reading and develop practical goals which could be translated into instructional programming for students in K-12. Specific behaviors were listed for the five basic purposes: (1) Following directions, (2) Locating references, (3) Attaining personal development, (4) Gaining information, and (5) Understanding forms, with age levels designated for successfully accomplishing the behavior.

The working copy was submitted to fifteen validation groups representing Maryland citizens. Among these groups were reading specialists, students in adult basic education classes, media specialists, business personnel, teachers, parents, students, and government officials. In addition, a random survey of citizens was taken for their reaction to the functional reading goals and behaviors. Simultaneously, three nationally known reading authorities reacted independently to the working paper. A small group of the original Committee edited the working paper to incorporate suggestions from the validation groups. Table 1 lists the stated and agreed-upon goals and behaviors in functional reading for Maryland students. This list is to be submitted, reviewed, and updated every five years by similar validation groups across the state.

TABLE I -- Goals and Behaviors in Functional Reading for Maryland Students

Goals	Sub-goals	Examples	Age Levels
Following Directions	Following a basic direction	1. General directions	12
		2. Road Signs	12
		3. Building Signs	12
		4. Textbooks	12
		5. Core List	15
	Following sequential	1. Emergencies (fire)	12
		2. Teacher directions and company directions for assignments	12
		3. Games	12
		4. Do-it-yourself kits	12
		5. Child care	12 15
		6. First aid	12 15
		7. Telephone usage	12
		8. Basic cooking	15
		9. Basic sewing	15
Following directions on caution signs, labels and other warnings	10. Basic utility and household appliances	15	
	11. Voting machines	15	
	12. Test directions	15	
	13. Voting directions	15	
	14. Parking meters	15	
Following directions about a location	1. Survival signs (poison, high voltage)	12	
	2. Medicine	12 15	
	3. Food labels	12 15	
	1. Local community (own street)	12 15	
	2. Work-schedule for daily routine	12	
Following directions about a location	3. Maps (local, state, nation)	12	
	4. Local mass transportation	15	
	5. All types of maps	15	

Goals	Sub-goals	Examples	Age Levels
Locating References	Locating a single resource	1. Use of the Table of Contents	12
		2. Headings	12
		3. Subheadings on titles	12
		4. Index	12
		5. Glossary	12
		6. Footnotes	12
		7. Bibliographies	12
		8. Appendices	12
		9. Copyright	12
		10. Preface	12
		11. Almanac	12
		12. Catalog	12
		13. Textbooks	12 15
		14. Travel book	12
		15. TV Guide	12
		16. Job Manual	15
		17. Tradebooks	15
		18. Consumer's Guide	15
	Locating a multi-volume resource	1. Telephone book	12
		2. Encyclopedia	12 15
		3. Reader's Guide	18
		4. Index Volume	18
		5. Atlases	18
	Locating a multi-resource center	1. Library card catalog	12 15
		2. Reference materials	12 15 18
		3. Library Card	12 15 18
		4. Collect titles for a chosen subject	18
Attaining Personal Development	Attaining personal development through satisfaction	1. Choice of alternatives	None
		2. Knowledge of selected material	
		3. Time spent	
		4. Shared activities	
		5. Self-concept re: reading	
	Entertainment	1. Reading to others	None
		2. Reading to oneself	
	The use of other areas of personal growth	1. Hobbies	None
		2. Personal goals	
Gaining Information	Gaining information for school	1. Basic prescribed list	12 15 18
		2. Assignments	12 15 18

Goals	Sub-goals	Examples	Age Levels
Gaining information for vocation		1. Work schedules	15
		2. Training manuals	15
		3. Safety and job requirements	15
		4. Memorandum	15
		5. Want ad and work schedules	15
		6. Company policy statements	15
		7. Union contract	15
Gaining information for society		1. Public announcements	12 15
		2. Emergency	12 15
		3. Newspaper materials	12 15
		4. Legal documents	18
		5. Political materials	18
Gaining information for home		1. Newspaper materials	12 15
		2. Bills and contracts	15
		3. Sales policies	15
		4. Consumer information	18
		5. Government pamphlets	18
		6. Lease agreements	18
		7. Day care information	15
Understanding Forms	Understanding forms for personal information	1. School (name, address, phone number)	12
		2. Others (place of birth, father's name, mother's name, mother's maiden name, parents' occupation, number of brothers and sisters)	12 15 18
		3. Income	18
		4. Taxes	18
		5. Insurance	18
		6. Social Security	15
		7. Medical	18
		8. Vocation	15 18
		9. Applications	15
		10. Armed Forces	18
		11. Driver's license or learner's permit	15
		12. Working permit.	15
		13. W-2 form	15
		14. Welfare forms	15
Understanding forms for financial agreements		1. Sales slip (amount)	12 15
		2. Cash register slip	12
		3. Mail order purchase forms	15
		4. Credit card policies	15
		5. Bank statements	18
		6. Notes and loans	18
		7. Sales and rent agreements	18
		8. Subscriptions	15
		9. Long-term agreements	18
		10. Hotel reservations	15

Building an Instrument. To practically assess the reading skills that were defined, the Maryland State Department of Education contracted with Services for Educational Evaluation, Inc.,¹ who used new testing procedures. Over a three-year period three basic tests were developed as well as a computer-based scoring system to provide summary and diagnostic information to teachers and school personnel.

Basic test development procedures were followed to build the objective-based functional reading tests. The goal categories in Table I were refined into specific behavioral objectives. Based on collected stimulus materials (such as welfare forms, Maryland's driver manuals, grocery tapes), items were generated, revised, field tested, and further revised prior to actual statewide testing.

The results of the contract with SEE, Inc. were (1) an objective compendium, (2) three Basic Skills Reading Tests, and (3) a computer based checking and printout. The objectives for the functional reading component are given in Table II.

TABLE II - Objective Compendium for Basic Skills Reading Tests

Reading Objectives: Category I

- 1101 Students will read to interpret basic directional type vocabulary from road signs.
- 1102 Students will read to interpret basic directional type vocabulary from buildings signs.
- 1103 Students will read to interpret basic directional type vocabulary from textbook instructions.
- 1201 Students will read to follow directions written in sequential order to know what to do in case of an emergency.
- 1202 Students will read to follow directions written in sequential order to complete a school or job assignment.
- 1203 Students will read to follow directions written in sequential order to play a game.
- 1204 Students will read to follow directions written in sequential order to assemble an item from a "do it yourself kit."
- 1205 Students will read to follow directions written in sequential order to prepare food from a recipe.

¹Dr. Kenneth Majer, SEE, Inc., Box 261, Bloomington, Indiana 47401

- 1206 Students will read to follow directions written in sequential order to make a garment from a pattern.
- 1207 Students will read to follow directions written in sequential order to operate a household appliance.
- 1208 Students will read to follow directions written in sequential order to use a voting machine.
- 1209 Students will read to follow directions written in sequential order to provide care for children.
- 1210 Students will read to follow directions written in sequential order to administer first aid.
- 1301 Students will read to interpret cautions, and warnings in the environment to know how to protect himself from injury or inconvenience and to care for children and possessions.
- 1302 Students will read to interpret labels on packages and containers to know how to protect himself from injury or inconvenience and to care for children and possessions.
- 1401 Students will read to find a location in a building, on a street, or in the local community by using maps and transportation schedules.
- 1402 Students will read to find a location for a job by using a work schedule or map.
- 1403 Students will read to find a location in the county by using maps.
- 1404 Students will read to find a location in the vicinity by using mass transportation maps.

Reading Objectives: Category II

- 2101 Students will read to locate references within a textbook for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2102 Students will read to locate references within a tradebook for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2103 Students will read to locate references within a job manual for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.



- 2104 Students will read to locate references within a dictionary for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2105 Students will read to locate references within a newspaper for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2106 Students will read to locate references within a magazine for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings and subheadings.
- 2107 Students will read to locate references within an almanac for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2108 Students will read to locate references within a phone book for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2109 Students will read to locate references within a catalog for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2110 Students will read to locate references within a Consumer's Guide for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2111 Students will read to locate references within a T. V. Guide for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2201 Students will read to locate references within a multi-volume resource (encyclopedia) for use in school, at a job, or at home by utilizing headings, indices, and cross references.
- 2202 Students will read to locate references within Reader's Guide for use in school, at a job, or at home by utilizing headings, indices, and cross references.
- 2203 Students will read to locate references within index volumes for use in school, at a job, or at home by utilizing headings, indices, and cross references.
- 2204 Students will read to locate references within atlases for use in school, at a job, or at home by utilizing headings, indices, and cross references.
- 2301 Students will read to locate references within a multi-resource center for use in school, at a job, or at home by utilizing the card catalog in the library.

- 2302. Students will read to locate references within a multi-resource center for use in school, at a job, or at home by utilizing reference books and materials.
- 2303. Students will read to locate references within a multi-resource center for use in school, at a job, or at home by utilizing section titles.

Reading Objectives: Category III*

- 3101 Student will establish the degree to which reading attributes to his personal development by comparing and selecting among various activities (such as watching T. V., other curriculum areas, etc.) including reading.
- 3102 Student will establish the degree to which reading attributes to his personal development by indicating which reading materials he is aware are available to him in school and public libraries.
- 3103 Student will establish the degree to which reading attributes to his personal development by indicating the amount of time spent engaged in non-required reading.
- 3104 Student will establish the degree to which reading attributes to his personal development by indicating how much time is spent sharing ideas discovered through non-required reading with parents and peers.
- 3105 Student will establish the degree to which reading attributes to his personal development by indicating how he feels about himself as a reader and how he feels about reading as an activity.
- 3201 Student will establish the degree to which reading attributes to his personal development by indicating how much time is spent reading to others.
- 3202 Student will establish the degree to which reading attributes to his personal development by indicating how much time is spent reading to himself strictly for entertainment.
- 3301 Student will establish the degree to which reading attributes to his personal development by indicating if reading has enhanced his ability to enjoy hobbies or games.
- 3302 Student will establish the degree to which reading attributes to his personal development by indicating how often or how much time is spent reading to acquire information about life goals or possible career opportunities.

*These non-cognitive objectives are designed to measure attitudes and behaviors not directly related to reading ability.

Reading Objectives: Category IV

- 4101 Students will read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, for work, and for society.
- 4102 Students will read to elicit necessary information for school from textbook materials assignments.
- 4201 Students will read to elicit necessary information for a vocation from training manuals.
- 4202 Students will read to elicit necessary information for a vocation from safety and job requirements. (Time cards, punch-in notices, quota charts, production records)
- 4203 Students will read to elicit necessary information for a vocation from memorandums.
- 4204 Students will read to elicit necessary information for a vocation from want ads.
- 4205 Students will read to elicit necessary information for a vocation from work schedules.
- 4206 Students will read to elicit necessary information for a vocation from company policy statements.
- 4207 Students will read to elicit necessary information for a vocation from union contracts.
- 4301 Students will read to elicit necessary information for societal purposes from public announcements.
- 4302 Students will read to elicit necessary information for societal purposes from legal documents.
- 4303 Students will read to elicit necessary information for societal purposes from newspaper materials.
- 4304 Students will read to elicit necessary information for societal purposes from political materials.
- 4401 Students will read to elicit necessary information for the home from newspaper ads.
- 4402 Students will read to elicit necessary information for the home from bills.
- 4403 Students will read to elicit necessary information for the home from sales policies.

- 4404 Students will read to elicit necessary information for the home from consumer information.
- 4405 Students will read to elicit necessary information for the home from government pamphlets.
- 4406 Students will read to elicit necessary information for the home from contracts.
- 4407 Students will read to elicit necessary information for the home from lease agreements.

Reading Objectives: Category V

- 5101 Students will read to report personal information on forms for school.
- 5102 Students will read to report personal information on tax forms.
- 5103 Students will read to report personal information on forms for insurance.
- 5104 Students will read to report personal information on social security forms.
- 5105 Students will read to report personal information on medical forms.
- 5106 Students will read to report personal information on forms for vocational application.
- 5107 Students will read to report personal information on application forms.
- 5108 Students will read to report personal information on forms for the armed services.
- 5201 Students will read to translate financial agreements, such as sales slips.
- 5202 Students will read to translate financial agreements on mail order purchase forms.
- 5203 Students will read to translate financial agreements on credit card policies.
- 5204 Students will read to translate financial agreements on bank statements.
- 5205 Students will read to translate financial agreements on notes and loans.
- 5206 Students will read to translate financial agreements on sales and rent agreements.
- 5207 Students will read to translate financial agreements on subscriptions.

- 5208 Students will read to translate financial agreements on long term financial agreements.
- 5209 Students will read to translate financial agreements on hotel reservations.

The final format of the product is three two-part tests. Two 50-minute administrations are required for each test. The Form A (12-year olds) test has a total of 115 items, Form B (15-year olds) has 128 items, and Form C (18-year olds) has 132 items. Table III - Summary Statistics for the Basic Skills Reading Mastery Tests provides a summary for each of the tests including the number of items per subscale (functional reading objective category), the overall test reliabilities, and the subscale reliabilities, based on the final field tests forms.

TABLE III - Summary Statistics for the Basic Skills Reading Mastery Tests*
Forms A, B, and C

Test Form	Subscale 1 Following Directions		Subscale 2 Locating References		Subscale 3 Gaining Information		Subscale 4 Understanding Forms		Total Test	
	# items	K-R 20	# items	K-R 20	# items	K-R 20	# items	K-R 20	Length	K-R 20
Form A 12 years	35	.9079	30	.9159	29	.9044	21	.8743	131	.9728
Form B 15 years	36	.9584	35	.9501	42	.9570	40	.9376	153	.9861
Form C 18 years	22	.8685	31	.9126	47	.9252	32	.9309	159	.9752

*Statistics in the above chart are based on the field test forms of Tests A, B, and C. The forms described in the text are of shorter length and represent the final formatted tests.

The Basic Skills Reading Mastery Tests and Manual are copyrighted by the Maryland State Department of Education. Therefore, only sample test items are given below.

Sample A -

Objective: Student will read to follow directions written in sequential order to operate a household appliance.

Directions: Use the oven operating instructions in the box to answer questions 1 and 2.

Mrs. Jones has just bought a new electric range. Here are the operating instructions for the oven.

1. The reading on the oven thermostat dial shows BAKE area from 150° to 500° and BROIL area from 375° to "Broil."
2. Baking

Turn dial to desired temperature. If the dial is set above 300° both broil and bake elements stay on until desired temperature is reached when the broil element goes off. You will know when the oven is preheated to the desired temperature as the indicator light will go off.

Mark the letter on your answer sheet that is the best answer to each question.

1. What is the temperature range for BAKING?
 - a. 100° to 200°
 - b. 150° to 300°
 - c. 300° to 375°
 - d. 150° to 500°
2. How does this electric range preheat the oven quickly?
 - a. Both broil and bake elements stay on
 - b. The broil element stays on
 - c. Both broil and bake elements stay off
 - d. The bake element stays on

Sample B -

Objective: Student will read to locate references within a catalog index.

Directions: This catalog index will help you answer questions 3 - 5.



Playground Needs	545	Sporting Goods	490
Plumbing Goods	648	Tablecloths	898
Ranges, Stoves	767	Tableware	756
Refrigerators	780	Tires, Tubes	439
Sewing Machines	282	TV, Radios, Stereos	825
Shades, Blinds	1008	Vacuum Cleaners	774
Shelving	798	Washers, Dryers	793
Shoes, Boots	306	Watches	161
Slipcovers	990		

3. Which items are found on page 780?

- a. slipcovers
- b. tableware
- c. refrigerators

4. On what page are watches found?

- a. 793
- b. 161
- c. 490

5. On what page might you look to find a set of dishes?

- a. 825
- b. 898
- c. 756

The computer based program provides two types of printouts: The first provides diagnostic information designed to help the teacher make sound diagnostic judgments about which of her students have reached the criterion (mastery level = 80% of the items correct in any given category), indicating a mastery level in functional reading. The second program printout provides summary information showing schools reaching mastery performance. This information gives the percentage of students who reach mastery in each school of the local system. Figure 1 and Figure 2 are sample printouts from the Manual For Basic Skills Reading Mastery Test, Forms A, B, and C.

FIGURE 2 - Sample Printout

BASIC SKILLS READING MASTERY TEST FORM B
TEACHER REPORT
FOR CLASS OF FIDDICH, IN SCHOOL 8690 OF LEA 12

STUDENT	LOCATE REFERENCE (33)		NUMBER AND PERCENT OF ITEMS ANSWERED CORRECTLY BY EACH STUDENT				PERSONAL ITEMS	TOTAL TEST (136)		
			UNDERSTAND FORMS (28)	GAIN INFO (34)	FOLLOW DIRECTIONS (33)					
AMPLUS	7	21.0	11	39.0	12	35.0	10	30.0	40.	31.3
CRUNCJI	13	39.0	14	50.0	15	44.0	12	36.0	54.	42.2
FRUMP	21	63.0	12	42.0	16	47.0	18	54.0	67.	52.3
LEUMAR	26	78.0	14	50.0	24	70.0	19	57.0	83.	64.8
POONIE	27	81.0	25	89.0	32	94.0	27	81.0	111.	86.7
TOTAL STUDENTS ACHIEVING MASTERY (80 PERCENT)										
TOTALS	1	20.0	1	20.0	1	20.0	1	20.0	1	20.0

FOR 5 STUDENTS IN CLASS

SPECIAL QUESTIONS AND INSTRUCTIONS

THE FOLLOWING QUESTIONS ARE FOR CATEGORY 5 -- PERSONAL ATTAINMENT. STUDENT ANSWERS TO THESE QUESTIONS ARE LISTED IN COLUMN 5 ON THE FOLLOWING PAGES.

57. HOW OFTEN DO YOU READ ABOUT YOUR HOBBIES (CAR REPAIR, SEWING, PHOTOGRAPHY, RECORDS, STAMP COLLECTING, SPORTS AND GAMES, ETC.?)
A. ALMOST EVERY DAY B. ABOUT ONCE A WEEK C. NOT VERY OFTEN D. NEVER
58. HOW MUCH HAS READING HELPED YOU TO ENJOY YOUR HOBBIES AND GAMES?
A. A GREAT DEAL B. SOMEWHAT C. ONLY A LITTLE D. NOT AT ALL
59. HOW WOULD YOU RATE YOURSELF AS A READER?
A. EXCELLENT B. GOOD C. FAIR D. POOR
60. DO YOU FEEL YOU UNDERSTAND THE READINGS WHICH YOU HAVE TO DO FOR SCHOOL?
A. ALWAYS B. MOST OF THE TIME C. SOME OF THE TIME D. NEVER
61. HOW MUCH TIME DO YOU SPEND EACH WEEK TALKING TO YOUR PARENTS OR FRIENDS ABOUT THINGS YOU'VE READ THAT WERE NOT ASSIGNED IN SCHOOL?
A. NONE B. ABOUT ONE HOUR C. ONE TO THREE HOURS D. MORE THAN THREE HOURS
62. HOW MUCH TIME DO YOU SPEND READING FOR FUN DURING SCHOOL VACATIONS?
A. NONE B. 1 TO 3 HOURS A WEEK C. 3 TO 6 HOURS A WEEK D. MORE THAN 6 HOURS
63. HOW OFTEN DO YOU READ ABOUT THE KIND OF JOB YOU MIGHT LIKE TO HAVE SOMEDAY (SUCH AS AUTO MECHANIC, NURSE, HOMEMAKER, ATHLETE, MOVIE STAR, ETC.)?
A. ALMOST EVERY DAY B. ABOUT ONCE A WEEK C. NOT VERY OFTEN D. NEVER
64. HOW DO YOU FEEL ABOUT READING AS SOMETHING TO DO IN YOUR SPARE TIME?
A. I ENJOY IT. B. I CAN TAKE IT OR LEAVE IT. C. I'D RATHER DO SOMETHING ELSE
D. I DON'T LIKE IT AT ALL.

Inservicing for Instruction. The Maryland State Department of Education produced five slide/tape presentations for inservice training. One slide/tape presentation is an introduction to functional reading. The other four presentations tell how to teach functional reading at each of these levels: primary, intermediate, middle, and secondary.

During the 1973-74 school year, each local school system conducted pilots in three schools (elementary, middle, and secondary) to find practical ways for including the functional reading component into their existing reading programs. Each pilot school submitted to the State Department successful approaches and activities. The following summer, a Statewide workshop was held with students to again test the ideas from the pilot schools. The slide/tape presentations were made during this workshop showing actual classroom teaching/learning activities. Students selected the activities which they liked best to be included on the slide/tapes.

During the summer workshops each local educational system in the State sent their central staffs, principals, and reading teachers to visit. This time was spent in an inservice introduction to functional reading. Guests received an overview, visited classrooms, viewed pilot school activities on display, previewed functional reading materials displayed by commercial companies, and talked with the workshop teachers after the classroom visitations.

During the next school year, each school building in Maryland used the slide/tapes for Staff Inservice. Many schools used people who had attended the workshops or were from the pilot schools to help implement the program.

Using Materials for Instruction. Functional reading must use materials relevant to its purpose. Most schools collected materials for their program from local community establishments and government agencies which fit the specific reading behaviors. Some commercial materials are available; however, using the real menu, cash register tape, want ads, etc. have greater appeal to students.

Primary teachers discovered that functional reading materials are excellent sources for introducing basic skills as well as reinforcing skills. Such materials easily replace workbooks. At the same time, upper elementary grade teachers found that functional reading materials were content-orientated and helped students to make a transition into content-area reading.

The Basic Skills Reading Mastery Tests are diagnostically built for individuals. Based on results from these tests, teachers constructed similar items for further diagnosis, if necessary, and grouped students according to needs. One discovery was that students considered good readers of fiction could not necessarily read the yellow pages or an order catalog and form. Students successfully completing the basic functional reading tests were not programmed into such activities. Yet, students with special education needs continued to achieve the basics for a 12-year old until they mastered them. Thus, instructional materials are used in a variety of ways to allow all students to achieve a minimum reading level.

A resource book for teachers was constructed in order to list every objective of the program and to give at least three sample teaching ideas for each objective. This resource, Functional Reading Resource Manual For Teachers, Volumes 1 and 2, is available in every school. The ideas are only springboards for teachers and students to construct their own teaching/learning activities. A sample from the manual is given below.

GOAL II: LOCATING REFERENCES

Objective 2108: Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. Given a telephone book, the student will use the information on the inside cover to complete a worksheet on Emergency Numbers.

EMERGENCY NUMBERS

DO NOT WRITE ON THIS PAPER

Use the inside cover of a telephone book to find the answers to the following questions.

1. What number do you call in _____ County to report a fire?
2. If you needed an ambulance in _____ County, what number would you call?
3. What number would you call to get the Coast Guard?
4. If you wanted to report a forest fire, what number would you call?
5. Where is the FBI located for people living in Maryland?
6. If you needed the state police in _____ County, what number would you call?
7. If you wanted to call the U. S. Secret Service in Baltimore, what number would you call?
8. If you needed the _____ County sheriff, what number would you call?
9. In any emergency, if you do not know the correct number, who can you always call?
10. Why is the number for the fire and ambulance in _____ County the same number?
11. Why is there no telephone number listed under Doctor?



8.

9.

- C. Given a telephone book and a worksheet on locating references within a phone book, the student will complete the worksheet.

HOW IS YOUR NAME WRITTEN?

- 1. Find these names in the directory and write the guide words found on that page.

Addison, Margaret

Allman, Myron K.

Ampt, Eric

- 2. If you wanted to find the phone number for the St. Mary's County Memorial Library, would you look under B for books, L for library, or S for St. Mary's? Locate the phone number for the library and write it and the page number on which you found it.
- 3. Would you look for St. Mary's numbers with the Sa's or St's? Check the directory and tell where they are found.
- 4. Find and write the number for the post office in Morganza. Would you look under P? Explain.

WHAT'S YOUR BUSINESS?

Places of business very often list several numbers. Here is an example of a listing you may find in your telephone directory:

Charles County Concrete Co., Inc.
 Waldorf 645-5633
 Waldorf 654-5635
 Lexington Park 863-7085

- 1. What did you learn from this listing?
- 2. What kind of business is it?
- 3. When would you call the second telephone number?
- 4. Find some other listings like these in your telephone directory. List five of them from page 23 in your directory.

- D. At a center on locating references within a phone book, the student will utilize a phone book to answer the questions given and fill in a 'dittoed' chart.

USING THE TELEPHONE DIRECTORY

The best way to use the telephone directory efficiently is to practice using it. Look up the name, address, and telephone number for the places below and then fill in the ditto.

1. Baltimore Gas and Electric - Emergency Number
2. Sun Cab Co.
3. Baltimore Civic Center
4. New Theater
5. Greyhound Bus Terminal
6. Morris Mechanic
7. Hutzler's
8. Hess Shoes + Bargain Box
9. University Hospital
10. Amtrack

Ditto Chart

Name of Place	Address	Phone Number

- E. Given a Personal Telephone Book (may be obtained free from local telephone company) and a worksheet, the student will use the telephone directory to record the telephone numbers in his Personal Telephone Book.

Sample Items

1. Your home number.
2. Your doctor's number
 - a. Office number
 - b. Home number
3. Your dentist's number

4. The drugstore number nearest your home.
5. The number of your father's place of employment.
6. The number of your mother's place of employment.
7. Your school's number.
8. Your public library's number.
9. The number of your favorite boy friend and girl friend.

F. Given the local telephone directory, the student will be able to use the table of contents to answer the questions on a chart and record his answers on an answer sheet.

Directions: Provide copies of the local telephone directory. Write the questions on a chart. Provide an answer sheet.

SAMPLE QUESTIONS

1. What page would you turn to if you wanted to:
 - a. Call another party on your line.
 - b. Find out the correct time.
 - c. Learn the weather forecast.
 - d. Report an out-of-service number.
 - e. Ask a question about your bill.
 - f. Report annoying calls.
2. How many local areas are within your calling area.
3. If you wanted to call City A would it be a toll call?
4. What local area would you live in if the first three numbers of your phone were 730, 461, __, __, __?
5. How would you call another party on your line?
6. How would you report a need for repair service?
7. Looking at the area code map, answer the following:
 - a. What state would you live in if your area code was 208, 913, or 703?
 - b. What time zone would you live in if your area code was 301, 808, 303, 913, 506, or 304?
8. How much would it cost you to make a three minute call from Los Angeles to Baltimore
 - a. Monday - Friday, 8:00 a.m. - 5:00 p.m.?
 - b. Any night, 11:00 p.m. - 8:00 a.m.?

- G. Given a phone book, the student will locate given guide words and complete the worksheet.

GUIDE WORDS

Find the guide words Roberts-Rowe. Which of the following names would you expect to find on this page?

Rogers, Robinson, Ross, Robey,
Russell, Ryce

Correctly place the ones you would find on this page between the guide words.

Which of these names would you find listed first in the directory?

Moore, B. Gerry or Moore, B. Gary

- H. Given a copy of the yellow pages of the phone book, the student will be able to use the heading to locate the answers to a set of questions.

Directions: Provide a copy of the yellow pages of the local phone book. Provide a list of topics for the students to locate using the headings of the yellow pages.

SAMPLE

Under which main heading might you find:

- a. A Health Salon
- b. Specialists in swimming pool lighting
- c. A door-to-door milkman
- d. Chinese carry-out food service
- e. Baby diaper service
- f. A cab to take you to the bus station
- g. Where to get a woman's haircut

To obtain materials:

1. Check the Elementary Resource File for third grade.
2. Check the Business Education Resource File.
3. Contact your local Telephone Business Office.

In addition, several school systems have made resource manuals to supplement the State communication. The following resources are available:

Read All About Functional Reading. Anne Arundel County Public Schools. 1974.

Handbook of Activities. Board of Education Washington County. November, 1974.

Reading in Today's Society. Crisfield High School, Somerset County, May, 1974

Language Arts Curriculum Guide, Vol. III - Functional Reading. Board of Education of Frederick County. 1973.

Finally, the instructional program is designed to achieve for each student a basic mastery level in reading so he can use his reading skills well enough to meet the demands of society. To achieve this, the instructional program is clearly stated so both teachers and students know: (1) what is expected, (2) when it is expected, (3) how it can be taught and learned, and (4) whether it is learned. Thus, each Maryland citizen may become a reader who not only can but does read.

FACILITIES, MATERIALS, EQUIPMENT The state goals and guidelines are the foundation for instruction. Learning stations with teacher- and student-prepared materials are utilized, and reading materials are available from local community and state government offices.

COST The total cost of instructional materials for a class of 30 is \$10. The annual per-pupil cost of this program is less than \$50.

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