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## ABSTRACT

This catalog of reading programs is a result of an intensive search by the American Institutes for Research of reading programs in operation across the nation, followed by computer evaluation of the findings. Although the principal objective of the research was to produce multimedia inservice packages for reading teachers which demonstrate twelve outstanding programs, the number of effective reading programs discovered was too significant to go unreported. Summaries are given for each of the 222 programs judged to have potential for improving reading ability. The size of each program and its target population are described; its starting date, staff, and major features are given; its facilities, materials, and equipment are listed; and its cost is detailed. Sources of further information on each program are also included. The programs outline elementary, secondary, adult, and special education areas and cover a wide range of reading skills, organizational plans, and geographical areas. The twelve programs to be depicted in multimedia packages are also briefly described. More complete descriptions of most of the programs can be found in the ERIC system. (MKM)

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# Effective Reading Programs

Summaries of 222 Selected Programs

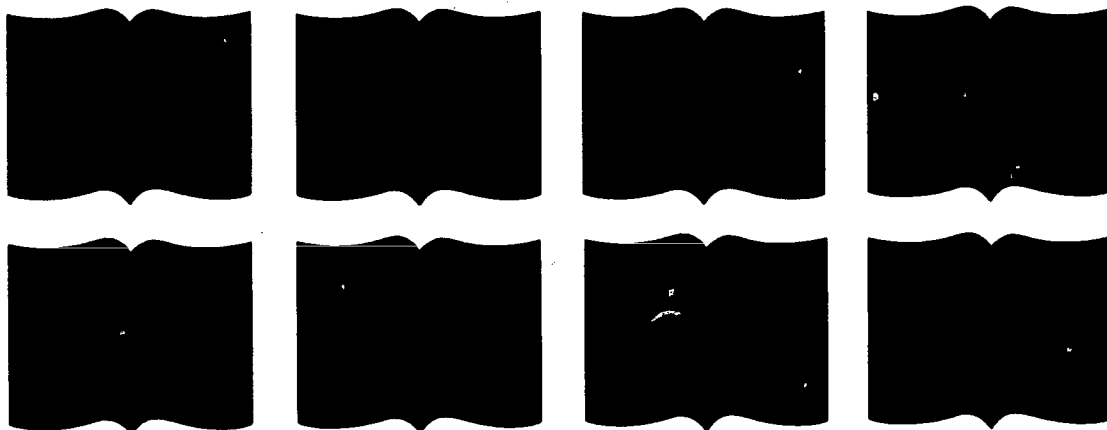
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**Cover Design:**

Rob Carter

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## FOREWORD

Right to Read, a program conceived in 1969 by Commissioner James Allen, became programmatically operational in 1971. Its major challenge was to provide in the decade ahead a national thrust focusing on the elimination of illiteracy throughout the nation.

Right to Read is a coordinated national endeavor involving all segments of society—public and private, professional and non-professional—to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively.

Right to Read's major goal is to increase functional literacy. Specifically, by 1980, ninety-nine percent of the people in the United States who are under the age of 16 and ninety percent of those over 16 years of age will possess and use the reading competencies which an individual must have to function effectively as an adult.

The National Right to Read Effort is designed to:

- stimulate national attention to reading needs
- determine what changes are required to alleviate reading problems
- identify existing resources, both public and private, which can be brought to bear on the problem
- initiate innovative and effective reading programs with all types of agencies and institutions that can contribute to the elimination of illiteracy in this country
- demonstrate, through the establishment of reading programs, effective techniques for the elimination of reading deficiencies, therefore increasing reading competencies.

In pursuing its goal, Right to Read provides a systematic delivery system which consists of: (1) mobilizing and facilitating government agencies and the private sector to implement activities to eliminate illiteracy; (2) providing pertinent and useful information relative to reading theories, techniques, effectiveness in the organization of reading programs, and translating research findings into practices and products that can be applied in the classroom; (3) providing substantive and procedural technical assistance; and (4) providing financial aid to serve as a catalytic agent.

The major programmatic thrusts of the Right to Read Effort since its inception have included:

- State Education Agency Leadership Programs
- School Based Demonstration Programs for Kindergarten through Grade Twelve
- Community Based Demonstration Programs for Adults
- Regional Technical Assistance Teams
- Demonstration Programs for Effective Teacher Preparation
- Development of the Private Sector
- Programs of National Impact

With the Ninety-Third Congress came the passage of the first national legislation in our history specifically designed to bring about reading improvement and reform. Title VII, PL 93-380, entitled "The National Reading Improvement Act" has as its major objectives:

1. To provide financial assistance to encourage state and local educational agencies to undertake projects to strengthen reading instruction programs in elementary grades.
2. To provide financial assistance for the development and enhancement of necessary skills of instructional and other educational staff for reading programs.
3. To develop a means by which measurable objectives for reading programs can be established and progress toward such objectives assessed.
4. To develop the capacity of preelementary school children for reading, and to establish and improve preelementary school programs in language arts and reading.
5. To provide financial assistance to promote literacy among youth and adults.

This act now constitutes a major portion of the programmatic components of the National Right to Read Effort. These components, together with the ongoing emphasis on developing the private sector and expanding the national impact, provide the potential for enlisting the combined efforts of the professionals and the general citizenry in a dedicated campaign to bring to everyone the realization and the joy of being able to read.

Ruth Love Holloway  
Director  
Right to Read Effort

## INTRODUCTION

The Right to Read efforts of educators throughout the United States have gained a momentum which is producing positive results. *Effective Reading Programs: Summaries of 222 Selected Programs* is one of the many attempts of the National Right to Read Program to introduce change through the dissemination of information about effective reading programs and practices already in existence.

This catalog is the result of an intensive nationwide search conducted by the American Institutes for Research (AIR) under contract from the National Right to Read Program of the United States Office of Education, Washington, D.C. The search involved reviewing past research studies, computer-scored abstracts, and library materials, as well as obtaining nominations from experts in the field and from staff members of educational, professional, and governmental organizations. Information about each program was gathered by means of a study questionnaire, the Program Information Form (PIF), and from more detailed program documents.

The primary objective of this project was to develop dissemination packages for reading programs that have demonstrated effectiveness in improving reading achievement. These multi-media packages would be used as demonstration and inservice programs for reading faculties throughout the nation.

Over 1500 program candidates identified through literature searches and nominations were sent the PIF; 728 completed forms were returned. Information on the forms was then keypunched and computer scored to rank programs on the basis of precoded answers to items pertaining to program evaluation (i.e., concerning criteria measures, statistical adequacy, experimental design, and other claims of consideration). Twenty-seven of these programs were recommended by AIR as having exhibited positive reading gains on the part of students over a certain number of years. Of these twenty-seven, twelve were selected by Right to Read based on the criteria of the Office of Education Dissemination Review Panel, which evaluates all OE programs. The twelve programs selected will be packaged into a multi-media inservice program with a filmstrip, a tape, and two booklets, one on instructional content and the other on administrative procedures for the program. Summaries of these programs follow this introduction.

Of the remaining programs for which forms had been returned, however, Right to Read felt that many showed potential for improving reading ability. Taken together, these programs represented a wide range of approaches to teaching reading and provided a wealth of ideas that might be adapted to fit local objectives and needs. It is these programs that are described in *Effective Reading Programs: Summaries of 222 Selected Programs*.

The catalog contains a one-page summary of basic information for each of the 222 programs, including the program size and target population; the year the program started; staff requirements; major features of the program; facilities, materials, and equipment used in the program; program costs; and names of persons to contact for further information. The use of standard headings and the separation of program summaries into elementary, secondary, adult, and special education were intended to make the selection process for the reader easier. In addition to the categorization according to levels, a geographical index has been included.

Educators who wish to read a more complete description of the programs summarized in *Effective Reading Programs* will find that most of them have been indexed in the ERIC system by the ERIC Clearinghouse on Reading and Communication Skills, which contacted the directors of the 222 programs to obtain full descriptions. (The Educational Resources Information Center [ERIC] was originally conceived by the United States Office of Education in the mid-sixties as an information data base providing ready access to educational literature. ERIC is now a part of the National Institute of Education and includes sixteen clearinghouses across the United States.)

ERIC document numbers are listed in the geographical index. For complete ordering information send the ED or CS number to ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. Documents are available in two forms: microfiche (MF), a 4" by 6" card of film containing up to 96 pages of text, and hard copy (HC), a photographically reproduced paper copy. (See *Resources in Education* for prices.)

A chart of 44 program characteristics designed to serve as a quick reference for administrators, curriculum decision makers, and Right to Read directors is also included in *Effective Reading Programs*.

Through their examination of the summaries of the 222 reading programs in this catalog, it is hoped that educators will be encouraged and stimulated by the progress that has been made and will continue in their efforts to improve reading in the United States. This listing is, of course, not comprehensive. Those who wish to examine other reading programs will find that many Right to Read programs are listed in bulletins of the International Reading Association and in state and local bulletins and that many additional reading program descriptions are contained in the ERIC system.

*Effective Reading Programs: Summaries of 222 Selected Programs* has indeed been a joint effort. The United States Office of Education, through its National Right to Read Program, conceived of the survey which brought all of the program descriptions together, and the National Institute of Education, through the ERIC system, made possible the wide dissemination of complete descriptions of the programs. The final stage in the project was the submission of the catalog to the editorial board of the National Council of Teachers of English and the subsequent decision by that organization to produce and market the book.

Sr. Rosemary Winkeljohann  
Associate Director, ERIC/RCS



## **Twelve Multi-Media Packaged Programs:**

### **Descriptive Summaries**

**All-Day Kindergarten**  
Cincinnati, Ohio  
Grade Level: Kindergarten

The students in this program are disadvantaged inner-city preschool children who score at or below the 25th percentile on a preschool inventory. Children attend kindergarten for full day sessions, performing a variety of activities designed to increase their motor, perceptual, and auditory skills and their language and concept development. Weekly field trips provide them with new experiences, and medical and dental services are made available to them. To provide families with a means for helping their children to develop, parent participation in the program is encouraged.

**Alphaphonics**  
South San Francisco, California  
Grade Level: Kindergarten

This program uses an organized phonics system to increase the readiness of kindergarten children, many of whom have bilingual parents. In a careful sequence of activities, the children learn to name, sound, and write one letter at a time. The program includes a number of devices to motivate pupils and catch their interest, including an imaginary character from outer space who provides frequent rewards. When children are ready, they are encouraged to begin reading stories and books and receive special rewards for these activities.

**Andover Individualized Reading System**  
Andover, Massachusetts  
Grade Level: 1-6

This program was developed to serve the full range of students in Andover's six elementary schools. A major goal is to foster enjoyment of reading. The program has three components: instruction in basic reading skills, individualized reading, and free reading. In beginning reading group lessons are conducted by the teacher. Beyond this stage students are pretested and assigned specific lessons in the areas of need. Skill instruction for an individual or group is followed by individually paced work on practice sheets and a posttest. The teacher then checks the posttest and plans the student's next activities. Individualized and free reading occupy an increasing share of a student's time as he moves beyond the beginning reading stage.

**Child Parent Centers**  
Chicago, Illinois  
Ages: 3-9 years

The goal of the program is to reach disadvantaged children when they are three years old and to provide them with consistent unbroken instruction through the third grade. Eleven centers serve a total of over 2,000 inner-city children. Each center offers a unique instructional program tailored to its own community. All centers have a basic skills orientation and aim at developing pupils' use of language; while some use tightly structured linguistic programs, others have chosen approaches which allow more pupil independence. Parents have an integral role in the program, spending two days a month at their center in meetings or as staff volunteers.

### Functional *LIT*eracy Program

Fort Ord, California

Ages: Army Recruits, 19 years plus

FLIT is a six-week course designed to upgrade the reading ability of army inductees to the minimal level necessary for certain career areas. FLIT literacy training is geared to job proficiency rather than to general educational development. The training strand consists of modular instructional units with an end-of-module proficiency test to enable each recruit to progress at his or her own pace. Instructional modules in each career cluster are based on job related army technical manuals and materials. There are modules available for careers in communication, clerical and mechanical work, combat, or as a medic or cook.

### Hawaii English Program

State of Hawaii

Grade Level: K-6

The state of Hawaii now operates in all elementary schools a program designed for use by all types of learners in the same multi-graded classroom. Reading skills study each day begins with a planning circle where each student may consider the activity available and, with the teacher's help, choose the mode of learning in which he or she can be most successful. Activities are conducted in small groups, in pairs, or individually; all the students meet at the end of a period to evaluate their progress. As soon as the student has reached the sixth-grade achievement level in his or her individual program, which often occurs in four years, the student's program stresses reading widely, discussing what has been read, and learning techniques to increase reading comprehension.

### Intensive Reading Improvement Program

Chicago, Illinois

Grade Level: K-8

This program aims at improving reading achievement through an intensive effort to educate teachers in the essential theories and methods of teaching developmental reading. Operating in a cross section of city schools, the program trains one teacher for each participating school to serve as a reading resource teacher. After receiving 60 hours of training, the resource teacher provides 30 hours of in-depth staff development activities to all teachers at his or her school. A program newsletter describing development in the improved teaching of reading at participating schools is disseminated to all Chicago public schools.

### Learning to Read through the Arts

New York, New York

Grade Level: 4-6

Learning to Read through the Arts serves disadvantaged inner-city children between the ages of 10 and 12 who are poor readers. Three times a week outside school hours, the children meet at the Guggenheim Museum or at artists' studios to attend workshops in two of fifteen art areas and to work with a reading teacher. Reading is diffused into the art workshops through the creation of class journals, diaries, movie scripts, and poetry, and through the collection of information about artists' lives and works. Instruction in the reading workshop is tailored to correct children's specific skill deficiencies. Every week a special event related to the arts is planned for the children.

Learning to Read through Reading  
Sierra Conservation Center  
California

Ages: Prison Inmates, 18 years plus

The goal of this program is to raise prisoners' reading skills to levels needed for performing conservation work at the center or for obtaining jobs after release or parole. The seven weeks' training session uses a reading-with-symbols method which gives the beginning reader visual clues to help him identify the sounds of a letter or a group of letters. An illiterate student is given a tape and a chart explaining the symbol system. He first masters consonant sounds and vowel sounds from phonetic spelling lists. As he proceeds through the course to specific reading books, the cueing with symbols is gradually reduced. The symbols enable students to progress rapidly enough that they experience feelings of confidence and success in their reading. Each student enters the program at a level where he needs work, and the content of the program is designed to be of high interest to prisoners.

Project Read  
Pittsburgh, Pennsylvania  
Grade Level: 1-5

Project Read serves first through fifth graders in four inner-city schools with an individualized reading program emphasizing the decoding process in the primary grades and comprehension and interpretation in intermediate grades. The primary level curriculum is the same for all children beginning with the letter sounds and blending and progressing to programmed readers. The children progress through the lessons at their own rate. The intermediate level curriculum uses a reading center stocked with a wide variety of materials. Materials and activities relate to 500 objectives, each of which is a check-in-check-out test, and a prescription for using reading center materials. Diagnostic tests are used to indicate the level at which each child should be working and therefore the specific objective on which he or she should work.

Right to Read  
San Diego, California  
Grade Level: 7-8

The main purpose of this program, which serves students of an inner-city junior high, is to train teachers in a diagnostic-prescriptive approach to teaching reading and to help them use appropriate reading materials in the classroom. Teacher assistants and some ninth-grade tutors assist teachers in carrying out individual student reading programs, and students whose reading skills are particularly low attend special laboratories or centers where they receive intensive individual attention. Content in English and social studies is individualized to heighten students' interest and ensure that students receive only course materials that they are capable of reading.

Title I Reading Center Programs  
Broward County, Florida  
Grade Level: 1-6

Students from low income families who are approximately two years below grade level in reading in grades 1-6 come to the main reading center or one of the eleven school-day centers for one hour of instruction every other day, a total of five hours every two weeks. Based on the results of staff developed diagnostic tests, teachers at the center prescribe an individualized program of learning and reinforcement activities for each child. A child spends part of each hour receiving direct instruction from the teacher in skills development and the remainder of the hour in reinforced activities under the supervision of an aide. Staff of the research department of Broward County schools work in close cooperation with program managers and instructors to determine the extent to which program objectives are realized and to identify changes which should be made in the program.



# ELEMENTARY PROGRAMS

## **THE NEW APPROACH METHOD (NAM)**

### **TRENTON, NEW JERSEY**

#### **PROGRAM SIZE AND TARGET POPULATION**

Forty-five preschool-age children at the New Approach Method Child Development Center are receiving prereading and reading instruction with NAM materials. Parents of 100 other children are using NAM materials to teach their children at home. NAM program children are disadvantaged blacks and whites living in a small city. About one-half of the children have fathers in Trenton State Prison or in the Yardville Youth Reception and Correctional Institute.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

At the Child Development Center, 1 teacher, parent, Neighborhood Youth Corps enrollee, or older student is required as a learning partner for each group of 6 to 10 children. A program director familiar with NAM trains learning partners and supervises their activities with the children. Each week, staff liaison workers visit those parents who teach their children at home or from a prison.

#### **MAJOR FEATURES**

The New Approach Method is a series of 84 game-like lessons, each of which is taped for a particular child by his learning partner. The first 36 lessons cover use of the tape recorder and other prereading skills such as color recognition, spatial relationships, shapes, and cardinal and ordinal number concepts. The remaining lessons teach reading skills such as identification and printing of letters, consonant and vowel sounds, word families, and sight word recognition. Several concepts are usually combined in each lesson, and concepts are repeated and reviewed frequently. Accompanying each lesson is a series of worksheets that provide visual reinforcement for the taped lesson. The taped lessons often include instructions asking the child to identify a picture or to write something specific on his worksheet. By the way a child responds to specific instructions, his learning partner knows immediately when he has not understood a key concept. When a child does not understand, his learning partner can reinforce the new lesson with supplementary activities, can repeat prior lessons, or he can ask family members of school staff for help in presenting this lesson.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Learning partners need a set of scripts and worksheets for each child. These materials are commercially available, as are a film and a handbook that include suggestions for program reinforcement activities. Learning partner/student teams may share scripts and tape recorders. Program children need scissors, magic markers, crayons, paste, and scotch tape to complete their worksheets. They also need a quiet space where they can listen to the tapes.

#### **COST**

The total cost of instructional materials varies according to the number of children in the group. The cost of 1 script and 1 set of worksheets is \$30. Each child needs a set of worksheets and can share a script with 5 or 6 other children.

#### **FOR FURTHER INFORMATION**

Lonnetta Gaines, Director  
NAM Child Development Center  
104 Taylor Street  
Trenton, New Jersey 08638

Edward De Brady, Director  
NAM-LAP  
40 Parkside Avenue  
Trenton, New Jersey 08618

Gregory Simms-Macharia  
Executive President  
The New Approach Method, Inc.  
Post Office Box 1303  
Trenton, New Jersey 08607

# PRIMARY LANGUAGE DEVELOPMENT—PRE-KINDERGARTEN COMPONENT

## COLUMBUS, OHIO

### PROGRAM SIZE AND TARGET POPULATION

Approximately eight hundred 4-year-old children are enrolled in the program at 26 public schools. Black and white residents of the inner area of a large city, the children are from low-income families. The program is designed for preschool children with underdeveloped potential in many areas necessary for success in the primary grades.

### YEAR STARTED

The program began in 1965, with major revisions made in 1971.

### STAFF

Administrative staff members are a program director, a supervisor, and a program coordinator. Two full-time social workers provide medical, dental, and social services, and an evaluator carries out program research. Each pre-kindergarten unit (30 children) has a part-time parent coordinator, a full-time teacher, and an educational aide. Teachers receive inservice training equal to at least 1 day per month.

### MAJOR FEATURES

Children attend these pre-kindergarten classes for 2½ hours a day, 5 days a week. Enrollment in each class is limited to 15 students, and instruction is individualized. Specific written objectives for cognitive, social, emotional, and psychomotor development are the foundation for instruction, with emphasis on cognitive skills. Broad program goals are development of skills in discrimination, spatial relationship concepts, skills in sequence, and skills in classification. A diagnostic checklist, reflecting the program objectives, is used to assess each child's entry level and needs, and it provides continuous feedback on student progress. Teaching methods and materials vary, but all program teachers use criterion tasks, an activities reference, and a resource file, all locally developed. Underlying all instruction is the identification of objectives, diagnosis, documentation, and teaching to meet individual needs. Parents are kept informed of program activities and are also encouraged to carry out specific activities at home with their children to facilitate learning. The program objectives are coordinated with the objectives of the primary language development program used in grades K-3.

### FACILITIES, MATERIALS, EQUIPMENT

Essential items are 3 staff-developed materials—a plan for individualized learning, a resource guide, and the criterion tasks/diagnostic profile document. The learning center arrangement is used in classrooms, and many different materials are employed to implement objectives.

### COST

The total cost of instructional materials for a class of 30 is \$3,000 initially; the annual maintenance cost is about \$200. The average, annual per-pupil cost for the regular district kindergarten program is \$307. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

### FOR FURTHER INFORMATION

Frank A. Maraffa, Director  
Instructional Services  
Columbus City Schools  
270 East State Street  
Columbus, Ohio 43215



# **A DEMONSTRATION PROJECT FOR TARGET AREA CHILDREN**

## **ANAHEIM, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

Disadvantaged white and Spanish-speaking children in a small city are served by the program. Ranging in age from 4 to 7, the 184 children are from low-income families and have pretest reading scores of at least 1 grade level below expectancy.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The program is staffed by a director, a bilingual principal, 7 classroom teachers, and 8 bilingual instructional aides. Special services are provided on a part-time basis by a nurse, psychologist, early childhood education release teacher, parent volunteer coordinator, parent volunteers, home-school counselor, and bilingual community aide. Teacher inservice training of approximately 60 hours focuses on techniques for individualizing instruction and bilingual-bicultural expertise and methods. Aides receive 30 hours of training in individualized instruction and use of learning packets and other reading materials. Volunteers are also trained in classroom procedures and learning techniques.

### **MAJOR FEATURES**

Individualized reading instruction and multilevel grouping are the focus of this program. Program students receive instruction for 1 hour per day in the classroom and for 30 minutes per day in a reading laboratory, working individually and in small groups. A diagnostic-prescriptive reading profile is developed for each student and instruction is based on objectives. Classrooms feature learning and interest centers. Learning packages are organized to teach specific skills and are coded for use by the teacher, aide, parent, or the child independently. Locally developed, these packets emphasize self-correcting and self-pacing activities and employ a multimedia approach. Among the materials are linguistic and phonics textbooks, worksheets, workbooks, library books, audiovisual media, and manipulative devices. Progress records are maintained for each student to monitor skill mastery and assess needs. Intergroup relations are stressed through a bicultural enrichment program, and parent and community involvement is emphasized in a school advisory committee, volunteer program, and home visits.

### **FACILITIES, MATERIALS, EQUIPMENT**

Classrooms are equipped with listening posts and TV receivers for district-produced telelessons. Locally developed materials are of vital importance and include quick assessments for reading labs, objectives and criterion-referenced tests, and learning packets. The library is community oriented and equipped with bilingual materials and a wide range of audiovisual equipment.

### **COST**

The total cost of instructional materials for a class of 30 is \$943. The average, annual per-pupil cost for the regular district program is \$964. The annual per-pupil cost of this program exceeds that by between \$400 and \$499.

### **FOR FURTHER INFORMATION**

William A. Thompson  
Assistant Superintendent  
Anaheim City School District  
412 East Broadway  
Anaheim, California 92805

# **DALE AVENUE SCHOOL EARLY CHILDHOOD EDUCATION PROJECT**

## **PATERSON, NEW JERSEY**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 550 disadvantaged children, from pre-kindergarten through third grade. The children, over 60% of whom are black and over 20% Spanish-speaking, reside in an inner-city area and come from low-income families.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The program is staffed by 30 teachers, 18 paraprofessionals, and 5 special area teachers. (A minimum staffing requirement could be 1 teacher to 25 students.) Although staff have had over 40 hours of inservice over the past 3 years, a 2-day (14-hour) workshop would be required to replicate the program.

### **MAJOR FEATURES**

The curriculum is based on a series of performance objectives, arising from a needs assessment of thousands of children who applied to pre-kindergarten at the school. The objectives are arranged in developmental sequence in the areas of listening, naming, speaking, observing, perceptual-motor skills, writing and motor skills, classification, math, decoding, and seriation. Upon entrance, each student is given 3 tests to assess his skill development and to enable the teacher to individualize his program. The project staff develop both lessons and tests used in the program. Students are taught skills in each area simultaneously, depending on their needs, and move on to new skills only after mastery. Students move at their own pace. As they move from one grade to the next, their skill mastery record moves with them so that continuity of instruction is maintained. Instruction is carried out on an individualized basis and in small and large groups. For 45 minutes a day, students are taught reading in small groups organized according to reading ability. Besides the regular classroom teachers, special area teachers, staff, and aides teach reading to these groups. In particular, the physical education teacher teaches reading through movement to first-graders with perceptual-motor problems; the speech teacher teaches first-graders with speech problems; the music and art teachers teach children scoring low in aural comprehension and letters and sounds; and the home economics teacher teaches reading using kitchen-related items to a group of third-graders. Finally, parents are closely involved in the program and work as classroom and library aides, tour guides, and community liaisons.

### **FACILITIES, MATERIALS, EQUIPMENT**

Classrooms and specialty rooms are used. The Dale Avenue School has a large gym and rooms for art, music, home economics, and speech. Many of the large, carpeted classrooms are double rooms with sliding door dividers. Materials used include special performance objective record and summary sheets developed for the program and commercially available ditto sheets and tapes.

### **COST**

The total cost of instructional materials for a class of 30 is \$29.50. The annual per-pupil cost of the program is included in the regular district per-pupil cost of \$1,117. About \$300 additional is provided by Title I for aides and special services but is not required for the program.

### **FOR FURTHER INFORMATION**

Helen Hanson, Project Director  
Dale Avenue School  
21 Dale Avenue  
Paterson, New Jersey 07505



## **OPEN CLASSROOM**

### **LOS ANGELES, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

About 850 black students, from pre-kindergarten through grade 6, are involved in the Grape Street School program. Participants live in an inner-city ghetto and are from low-income families. The program was designed to change student patterns of low achievement, poor attendance, and high dropout rates.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

Staff members include the school principal and vice principal, who provide leadership and management roles; 35 classroom teachers, who manage classrooms and plan instruction; 2 resource teachers, who assist with staff development; and 5 reading specialists, who provide service in reading diagnosis, prescription, instruction, and evaluation. Classroom assistance is provided by 22 paraprofessional aides. Other staff personnel include 2 early childhood teachers, a school psychologist, counselor, nurse, and librarian. Inservice training and staff dialogue play important parts in the program. In weekly staff development sessions, teachers share ideas and concerns and receive inservice training from program personnel and outside consultants, as needed.

#### **MAJOR FEATURES**

The goal of this program is to create a learning atmosphere that involves content and skills in a meaningful and enjoyable way. The school is organized into multiage clusters in open classrooms. Classroom environments are diversified and planned for the interests and needs of students. To provide for the individualization and personalization of instruction, learning centers are organized where students may work alone or in small groups. Among the areas are carrels of different types, housekeeping corners, grocery stores, a newspaper office, hospital, theater; teachers are encouraged to use any materials and activities that will evoke student inquiry and discovery. Learning centers utilize commercial readers and paperbacks plus many teacher- and student-prepared materials. Teachers maintain profiles for each student for diagnosis, prescription, performance, and evaluation; criterion-referenced tests, both commercial and teacher-made, measure student progress.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Special facilities include a staff-developed curriculum laboratory and a reading laboratory. For each 30 students there are about 300 paperback books, 2 sets of reference materials, 5 learning centers, and 10 task-oriented learning centers—7 that are teacher prepared and 3 student made.

#### **COST**

The total cost of instructional materials for a class of 30 is \$540. The average, annual per-pupil cost for the regular district program is \$600. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

#### **FOR FURTHER INFORMATION**

Carrie A. Haynes, Principal  
Grape Street School  
1940 East 111th Street  
Los Angeles, California 90059

## **EARLY READING SUCCESS PROGRAM**

### **FERGUSON, MISSOURI**

#### **PROGRAM SIZE AND TARGET POPULATION**

Almost 9,000 children, ranging from 4-year-olds to sixth-graders, participate in the program, which is designed to serve an unselected cross-section of students.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The program is staffed part time by 22 administrative staff members, 335 teachers, 12 library aides, 5 librarians, and 19 reading specialists and consultants in various fields. All staff members receive inservice training, ranging from 15 to 100 hours a year depending upon their job categories.

#### **MAJOR FEATURES**

The Early Reading Success Program is actually a series of programs designed to coordinate reading instruction from the preschool level through grade 6. The program includes the following features: (1) a complete diagnostic testing program beginning at age 4; (2) individualized reading instruction at all levels, including the preschool level; (3) a remediation program for children reading significantly below expectancy level; (4) a continuous inservice training program in reading diagnostic and instructional methods; (5) consultants to provide help with reading, language, and learning disabilities; (6) extensive professional and student library media at all elementary schools; (7) use of teacher-made materials and aids; and (8) parent volunteers working as parent-teachers in the program. Projects within the program include the Parent-Child Early Education Program, a home and school learning program for the district's 4-year-olds and their parents; the Title I Child Development Program, designed to aid educationally deprived children and those with potential learning problems in kindergarten and first grade; a Right to Read Project serving 1 elementary school; a Team Teaching Program in 2 open space elementary schools as well as teaching teams in other schools; and a district-wide Remedial Reading Program.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Most program activities take place in classrooms, libraries, or homes. Program materials include a wide variety of commercial and teacher-prepared materials, a district-prepared checklist of reading skills, and an early childhood curriculum guide.

#### **COST**

The total cost of instructional materials for a class of 30 is \$480. The average, annual per-pupil cost for the regular district program is \$941. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Marion Wilson, Director  
Early Education Program  
Ferguson Reorganized School District R-2  
655 January Avenue  
Ferguson, Missouri 63135

## **VENICE RIGHT TO READ**

### **VENICE, ILLINOIS**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 225 black and white students, in grades K-6, and 17 preschool children. The students come from low-income families living in a small town.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The program director, 6 teachers, 2 reading specialists, a speech and language therapist, and 2 paraprofessionals devote part of their time to the program.

#### **MAJOR FEATURES**

At this school, a media center project involves preschool children in the community as well as students in grades K-3. Students in grades 4-6 continue to use materials in the center on an independent student basis. The children attend half-hour language enrichment sessions in the media center twice a week. These sessions are designed to improve the children's auditory perception, visual perception, vocabulary, and creative expression. Preschool children are transported to the media center by a school-owned van. Parents are encouraged, but not required, to attend the program with their child. At the media center, the children may listen to records, watch filmstrips, or work on creative activities or worksheets. Through the center, they also have the opportunity to make field trips to local points of interest. For all pupils enrolled in the school, the language experience approach to reading and communication is used. Reading skills are emphasized in all content areas, and classrooms and the media center are saturated with appropriate attractive media. Parents receive handouts informing them of what skills their children are working on in school and describing reinforcing activities they can do with the children at home.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Program activities take place in the library, in classrooms, or in the media room, which has an area rug. Materials used in the program include Peabody Kits, controlled reader and filmstrips, Learning Time with Language Experiences for Young Children, the My Senses and Me series, Classic Fairy Tales, and teacher-prepared ditto masters.

#### **COST**

The total cost of instructional materials for a class of 30 is \$522. The average, annual per-pupil cost for the regular district program is \$1,915. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Gwen Dake, Media Specialist  
Venice Elementary School  
700 Broadway  
Venice, Illinois 62090

# **PREVENTING FAILURE THROUGH IMPROVED READING**

## **BLOOMFIELD, NEW MEXICO**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves almost 1,000 students in preschool through senior high school. Students in the program are disadvantaged and many are bilingual Navajos or Mexican-Americans. The program also includes students who have been placed in special education classes.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The program is staffed full time by a project coordinator, 36 teachers, 9 teacher aides, and 3 guidance counselors. Some high school students also serve as part-time aides in the program. Each component of the program provides necessary inservice training in instructional techniques. All staff also receive training in cultural awareness.

### **MAJOR FEATURES**

The program has several components to serve students at various grade levels, but all components of the program aim to prevent reading failure by allowing each student to progress at his own rate. The high school program is also designed to motivate students to increase their reading abilities. At one elementary school, a readiness test identifies preschool students who might have difficulty with reading. These students are placed in DISTAR and, when they complete this 3-level program, they go into the regular academic program. A transitional program is designed to intercept students who were not identified as possible underachievers but whose performance was unsuccessful at the first- or second-grade level. They receive enrichment through small-group instruction and return to regular academic work when their achievement increases. At another elementary school, all students have daily sessions in the Listen, Look, and Learn Reading Laboratory, and each student proceeds at his own rate regardless of his grade level assignment. At the intermediate and secondary levels, students are assigned to groups on the basis of a pretest and receive individual diagnosis and prescription through the Fountain Valley System for 45 minutes a day. In addition, the secondary reading program is a multicultural crafts program designed to make reading more enjoyable. For this program, teachers set up 9 reading units, each one emphasizing a different Navajo craft. Each month, students read about a different craft and, as they acquire knowledge, materials are provided so that they can participate in the craft. A parent council ensures that the craft is taught in accordance with Navajo practices, and late in the month a master in the craft meets with the class.

### **FACILITIES, MATERIALS, EQUIPMENT**

Materials used in the program include DISTAR Language and Reading, the Listen, Look, and Learn system, the Fountain Valley Teacher Support System, and a number of multicultural books and craft materials.

### **COST**

The cost of instructional materials for a class of 30 varies according to the program component. The average, annual per-pupil cost for the regular district program is \$967. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

### **FOR FURTHER INFORMATION**

Vivienne Johnson, Reading Coordinator  
Preventing Failure Through Improved Reading  
Box 157  
Bloomfield, New Mexico 87413

## **BILINGUAL PROGRAM**

### **SUNNYSIDE, UTAH**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 77 disadvantaged students from preschool through grade 6. Half of the participants are in grades K-1. Most of the students are Spanish-speaking children from low- and middle-income families in a small town.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

One full-time teacher and 1 instructional aide are responsible for classroom implementation and receive over 150 hours of relevant inservice. They are assisted by 16 high school student tutors. Three district-level administrators are also involved in supervision, tutor training, and quality assurance.

#### **MAJOR FEATURES**

In order to better meet the needs of Spanish-speaking elementary-level children who are underachievers in English usage, Title I funds are used to implement the following 3 individualized reading programs: the Reinforced Reading Requisites program (Triple R) for kindergarten children and the Oral Language Program (OLP) for first-grade children, both developed by the Southwestern Cooperative Educational Laboratory (SWCEL) of Albuquerque; and the Sullivan Programmed Reading program for children in grades 1-6. The Triple R program uses behavior modification techniques to help children learn reading readiness skills and accept teacher praise and self-motivation as the basic reason for learning. All kindergarten children receive 10 to 15 minutes of special instruction daily from the program teacher and aide who come to the classroom. In the OLP, first-graders go to the library to receive about 20 minutes of small group instruction each day. Children are taught to ask questions, converse, and use sentences in speaking and orally communicating with others. Pictures, objects, and other stimuli are used. Special cultural lessons in the Spanish heritage are taught also, using stories, tapes, filmstrips, and related lessons. Following these oral language programs, students are assigned to the Sullivan reading program for 35 minutes a day. Participating students in all grades also receive 1½ hours of tutoring per week in their homes by high school tutors. Another important aspect of the program is parent involvement. Parent permission and cooperation are solicited. Parents are involved in the tutoring program, and they complete evaluation questionnaires at the end of the school year.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The Oral Language and Reading Readiness materials developed by SWCEL are used in the program, as well as Sullivan reading materials. Also employed are a district filmstrip service, flannel boards, tape recorder, and Language Master.

#### **COST**

The total cost of instructional materials for a class of 30 is \$400. The average, annual per-pupil cost for the regular district program is \$736. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

#### **FOR FURTHER INFORMATION**

Sadie Rizzuto  
Elementary Supervisor  
Carbon County School District  
65 East 4th North, Drawer B  
Price, Utah 84501

## **JEFFERSON SCHOOL DESIGN FOR RIGHT TO READ LACROSSE, WISCONSIN**

### **PROGRAM SIZE AND TARGET POPULATION**

Served by the program are 391 children from preschool level through grade 6. The students are largely disadvantaged, and some are physically handicapped and/or mentally retarded. They live in a small city and are from families with an average annual income of less than \$6,000.

### **YEAR STARTED**

The Wisconsin Design was implemented in 1971; the Right to Read program began in 1972.

### **STAFF**

Administrative functions are carried out by the principal/project-implementator; instruction is the responsibility of 15 teachers, 5 Title I teachers, and 4 paraprofessionals.

### **MAJOR FEATURES**

This program is designed to improve students' reading skills and attitudes toward reading, to improve teachers' ability to individualize reading instruction, and to increase the amount of school-community interaction. Classes are organized into 3 units: primary, including ages 4 to 9; middle, ages 7 to 11; and upper, ages 9 to 13. Instruction is individualized and is based on the Wisconsin Design for Reading Skill Development, with pretesting for diagnostic purposes, teacher-directed skill instruction, and posttesting for assessment of skill mastery. Minicenters in several classrooms offer individualized reading activities and games, and some are motor-perceptually oriented. An important component is MPMP—motor perceptual movement patterns—a step-by-step progression of muscular development to improve coordination, particularly for reading. Community involvement includes "listening grandparents," senior citizens who work with individual students. Other volunteers utilized are parents, other community members, and older students who tutor younger children. Inservice training is stressed through training for volunteers, ranging from 2 to 10 hours, a 4-day modularly scheduled workshop for teachers, and 40 hours of summer training for aides. Meetings of unit teachers are held for 45 minutes, 4 days per week, and an instructional improvement committee meets weekly.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program uses a wide range of commercial and locally prepared materials, particularly for manipulative activities. Most essential items are the Wisconsin Design tests and resource file, the MPMP activities guide, several basic phonetic and meaning emphasis texts, and Language Master and Tutorgram. An instructional materials center houses books, machines, filmstrips, records, and teaching games to supplement classroom materials.

### **COST**

The total cost of instructional materials for a class of 30 is \$1,303. The start-up cost for this program exceeds the cost of the regular district program by between \$100 and \$199.

### **FOR FURTHER INFORMATION**

Borghild L. Olson, Principal  
Jefferson Elementary School  
901 Caledonia Street  
LaCrosse, Wisconsin 54601



# **DEVELOPMENTAL READING PROGRAM (DRP)**

## **LOS ANGELES, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The Developmental Reading Program (DRP) serves over 42,000 elementary and secondary school students in 13,070 classrooms throughout the Los Angeles City Unified School District. The program's participants are black, Spanish-speaking, and white students from middle-income families (\$6,000 to \$15,000) in the inner area of a large city.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The project is administered by 3 co-directors: 1 for reading instruction for Spanish-speaking students, 1 for oral language development for black learners, and 1 for basic program development and implementation. An assessment coordinator is responsible for program evaluation. In each of the original 22 pilot schools, there is a DRP teacher-coordinator who serves as the school's reading specialist. Many schools also utilize the service of volunteer community and teacher-training personnel, cross-age tutors, and peer tutors. All project staff receive at least 3 hours of preservice training and participate in ongoing inservice training activities.

### **MAJOR FEATURES**

The DRP program is based on a sequence of reading skills expressed in behavioral terms, keyed to selected materials, teaching techniques, and assessment tests, and designed to lead to competency in reading readiness, decoding, vocabulary, comprehension, and location/study skills. Classroom teachers use students' pretest scores to identify behavioral objectives, materials, and teaching strategies appropriate to each student's needs. When a student achieves an average score of 85% on those objectives toward which he has been working, he moves on to behavioral objectives in the next sequential reading step. Components of the DRP program developed to date include the "Fundamental Stage: Primary" for children 3 to 8 years old; the "Fundamental Stage: Advanced" for all learners 9 years and above who have not mastered fundamental reading skills; the "Skills Extension Stage: Levels One, Two, and Three" for functionally literate learners of any age who are ready to concentrate on extending and refining their vocabulary, comprehension, and location/study skills abilities; the "Spanish DRP" for Mexican-American learners ages 5 to 7 whose native language is Spanish and who can profit from beginning formal reading instruction in their primary language; and "Level A of the Standard Oral English Skills Test," predominantly for black learners ages 5 to 8.

### **FACILITIES, MATERIALS, EQUIPMENT**

Leadership training and materials development activities take place at the District Reading Task Force Center. Locally developed materials include criterion-referenced tests, worksheets/workbooks, multiple teaching ideas, game boards for use with word-card decks, word wheels, and lists of commercially published materials coded to specific reading skills and/or various levels of reading competency.

### **COST**

The initial cost of instructional materials for a class of 30 averages approximately \$270. Annual replacement cost for a class of 30 is approximately \$90. The average, annual per-pupil cost for the regular district program is \$1,000. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Patricia Boerger  
Reading Support Services Center  
Los Angeles City Unified School District  
450 North Grand Avenue, Room G-204  
Los Angeles, California 90012

Paul S. Amidon and Associates, Inc.  
4329 Nicollet Avenue South  
Minneapolis, Minnesota 55409

## **INDIVIDUALIZED READING DURANGO, COLORADO**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 200 students, the total school population of a nongraded elementary school. The students live in a small city and are from families whose average annual income is below \$6,000. The students are predominantly Spanish-speaking.

### **YEAR STARTED**

The program began in 1969.

### **STAFF**

Six classroom teachers and 2 full-time aides devote time daily to the individualized reading program. Special service personnel are available upon request.

### **MAJOR FEATURES**

The program is designed to individualize on 3 fronts: (1) the expectations for each child, (2) the content of his instruction, and (3) the rate of his learning. In addition to basic reading skills, children are guided in study skills and in attitudes which foster self-learning. Each child is given an extensive diagnosis of achievement, attitudes, health, language background, and learning style. Then an instructional program is prescribed for him, part of which is individualized and part of which is carried out in small groups. The student takes pretests in the instructional objectives for his program so that he can be placed in the appropriate spot in the sequence of skills. He works in the learning mode that best suits him. The child contracts for his individual work and is frequently evaluated in his group work so that he can move into another level as needed. This degree of monitoring is possible because of the help of 5 student and volunteer aides in addition to the full-time aides. Instruction is based on a multimedia approach and utilizes multilevel reading materials. The reading program is completely ungraded. The children are divided into 2 large groups; within each group the youngest and the oldest children are not more than 3 years apart. The teachers were chosen for this school because of their interest in working in an ungraded, team-teaching situation involving extensive joint planning. They not only take inservice training prior to and during the school year, but assist in training student teachers. One of the main goals for the teachers is to improve the attitudes toward school of the students and their parents. A questionnaire for teachers and parents was developed and administered by staff members to measure these attitudes.

### **FACILITIES, MATERIALS, EQUIPMENT**

In addition to all the regular facilities of the school, the program uses a media center in which much of the materials and audiovisual equipment (filmstrip projectors and tape recorders) is stored. No specific materials are required; many multilevel materials are utilized.

### **COST**

The average, annual per-pupil cost for the regular district program is \$670. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

### **FOR FURTHER INFORMATION**

Norman E. Higgs, Principal  
Park Elementary School  
P. O. Box 181  
Durango, Colorado 81301



# **INDIVIDUALIZED READING AND SOCIAL SCIENCE PROGRAM**

## **ATHENS, GEORGIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves over 800 rural elementary school students, both black and white. The project serves an unselected cross-section of students and includes disadvantaged, bilingual, physically handicapped, and institutionalized children.

### **YEAR STARTED**

The program began in 1969.

### **STAFF**

The project does not require any staff beyond those persons normally employed in the schools.

### **MAJOR FEATURES**

The program curriculum is designed to improve the student's basic skills in reading and social science learning. The student reads or listens to short passages that are based on the concept of the functional community. After each passage, he answers up to 18 multiple-choice questions that are directly related to the content of the passage, but that may require him to evaluate or generalize from the passage. The student scores his own test and enters his score on his reading profile sheet. Project students receive about 50 minutes a day of instruction in this reading program. At the beginning of the year, the student's reading status is determined from his ability to read the first 2 or 3 passages in the curriculum. If he scores below 50% on the questions following these passages, he is placed at a listening station where he listens to passages and questions while he follows in his book. As soon as he answers 50% or 60% of the questions correctly for several passages in a row, he moves from the listening station to the regular program. If the listening activity does not bring about improvement in his reading skills, his prereading abilities are assessed, and he receives treatment for any deficiencies while continuing some work at the listening station. The students who read the first several passages correctly proceed through the materials at their own rate, recording answers to the questions following each passage on an answer sheet, scoring the sheet, and recording their scores on profiles. If the student scores less than 60%, he must reread the passage a second or third time until he is able to reach this level. During this process, the teacher serves as a supervisor, adviser, and motivator.

### **FACILITIES, MATERIALS, EQUIPMENT**

Each classroom should be equipped with 3 tape players, as well as the curriculum materials (reading booklet, answer sheets, cassette tapes, and student profile sheets).

### **COST**

The total cost of instructional materials for a class of 30 is \$85. The average, annual per-pupil cost for the regular district program is \$750. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

### **FOR FURTHER INFORMATION**

Thomas M. Goolsby, Jr.  
Associate Professor  
Department of Educational Psychology,  
Measurement and Research  
University of Georgia  
325 Aderhold  
Athens, Georgia 30602

## **DEKALB COUNTY READING CENTER**

### **CLARKSTON, GEORGIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The reading center program serves approximately 5,000 elementary school students and approximately 4,000 high school students who are referred to the center by their teachers and by school principals. Students are predominantly white and come from middle-income families in the suburbs of a large city. Members of the district's regular instructional staff also attend inservice training sessions at the reading center.

#### **YEAR STARTED**

The program began in 1965.

#### **STAFF**

The central reading center is staffed by a full-time director and by 15 full-time consultants who have received at least 30 hours of inservice training in curriculum development, instructional techniques, and change-agent skills. Satellite reading centers in 80 elementary schools and 17 high schools are each staffed by at least 1 reading specialist.

#### **MAJOR FEATURES**

The reading center is designed to provide in-depth diagnostic and remediation services for severely disabled readers; to provide effective staff development programs for teachers, principals, and paraprofessionals; and to provide consultative help to district elementary and secondary school reading programs. Each child referred to the central reading center receives 4 hours of testing to determine his specific reading difficulties. The child's parents are informed of the results. After his reading problems have been assessed, the child may be returned to the classroom with suggestions for help, referred to the satellite reading center in his school, recommended for a learning disabilities class, or accepted at the center for treatment. At the reading center and the satellite centers, students are tutored for 1 hour every other day and remain in the program until they reach their potential or until it is felt they have been set apart too long. In addition to providing diagnostic-prescriptive instruction, the reading center staff also conducts small-group sessions for principals who wish to familiarize themselves with the district's reading program; for primary teachers who want to refine their diagnostic and prescriptive teaching skills; for paraprofessionals and volunteers who need to prepare for tutorial assignments; and for reading specialists who are preparing to direct satellite reading centers. Reading center staff members also screen and store reading-related materials used by district schools or by community support services.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The reading center is located on portions of 2 floors of an old high school. Besides offices for members of the staff, there is a central meeting room, a library, and 6 cubicles monitored by a closed-circuit television system. Satellite centers are located in available space in various schools. All of these centers are supplied with a variety of multilevel reading skills kits, textbooks, filmstrips or slides with accompanying records or tapes, and appropriate software.

#### **COST**

Each elementary school satellite center, serving 60 children, initially received \$3,000 for materials. Presently, they cost \$200 to maintain. A minimum of \$12,000 is allocated for installation of each high school lab, which has facilities for 20 students per period. The high school labs cost \$500 to maintain. The central reading center costs approximately \$47,000 to implement (including building modification and materials), costs approximately \$28,000 with expanded staff to maintain, and accommodates 80 students per quarter. The average, annual per-pupil cost for the regular district program is \$945. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Betty Moore, Director  
DeKalb County Reading Center  
955 North Indian Creek Drive  
Clarkston, Georgia 30021

# **AMHERST PUBLIC SCHOOL READING PROGRAM**

## **AMHERST, MASSACHUSETTS**

### **PROGRAM SIZE AND TARGET POPULATION**

All 1,650 elementary school children in Amherst's 4 schools are in the program. About 20% are classified as special education students and include the mentally retarded, learning disabled, and emotionally disturbed.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program is staffed by the Director of Language Arts and his assistant; 12 resource people who have expertise in the fields of reading, behavior modification, several types of learning disabilities, and gross and fine motor development; 83 teachers; about 80 aides; 12 special reading tutors; and 6 guidance counselors. To serve the needs of the special education children, there is a staff of 27 specialists in that field. Staff and administrators plan and conduct many of the formal weekly inservice meetings that are held to acquaint new teachers and refresh veteran teachers with the performance objectives of the program and the methods to achieve them. The focus of inservice training is shifting to teacher-directed meetings that tap the resources of the available personnel.

### **MAJOR FEATURES**

Organized around performance objectives, this program aims to develop both the cognitive and affective domains of all the children. In September of every year, each child is evaluated by his present teacher, using standardized tests and informal reading inventories. With this information, the teacher and reading specialist design an individualized program, paying special attention to the mode in which the child learns best. If a child has a particular weakness, he is also scheduled to work with an appropriate team to remedy the problem. Since the curriculum is not constrained by time periods, the amount of time each child spends daily on language arts is determined by his own particular needs. During weekly reading meetings, teachers, aides, and reading specialists discuss the progress of several children and make necessary adjustments in their programs. This schedule ensures that each child is reviewed monthly.

### **FACILITIES, MATERIALS, EQUIPMENT**

This district is nongraded and, in 3 schools, instruction takes place in "quads"—4 classrooms without partitions that house up to 100 children and 10 staff members. The fourth school uses a team-teaching approach in double-size classrooms. Materials include programmed readers, basal readers, teaching machines, library books, and teacher-made materials. There are at least 4 resource rooms in each school for children who need instruction that is more specialized than classroom work. Students remain in the resource rooms for those subjects that they cannot handle in regular classes. They are integrated into their classrooms for all other aspects of their curriculum.

### **COST**

The total cost of instructional materials for a class of 30 is \$600. The average, annual per-pupil cost for the regular district program is \$650. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Robert F. Murphy  
Director of Language Arts  
Amherst School Department  
Chestnut Street  
Amherst, Massachusetts 01002

## **GENESEE READING PROGRAM**

### **LANSING, MICHIGAN**

#### **PROGRAM SIZE AND TARGET POPULATION**

The project serves all 250 students at Genesee Elementary School. The student population comes from middle-income families and includes Canadian Indian, black, Spanish-speaking, and white children.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The school principal spends about half of her time on the project. Four full-time teachers, 6 full-time teaching assistants, and 2 or 3 part-time parent assistants work in the instructional centers. All teachers and teaching assistants spend about 60 inservice hours per year developing instructional objectives, coding new materials to these objectives, and creating tests to measure student progress.

#### **MAJOR FEATURES**

Students in grades 1-6 spend half their day at a reading-math instructional center. Scores from a locally developed pretest provide teachers at the center with information on each student's reading comprehension level, and phonics and word attack skills. This information is used to develop performance contracts in which the student agrees to meet specific objectives in exchange for a certain number of reinforcement tokens. In his performance contract, a student might agree to use Sullivan materials for work on phonics or the SRA Reading Series to help develop his comprehension skills. After completing these contract activities, the student takes a test to determine his new skill level. A teaching assistant or student checker corrects the test and records the student's score on his progress chart. If the score does not meet previously agreed upon contract specifications, the teacher reviews the test and adjusts the student's activities. If the student's score is acceptable, he is awarded tokens to spend in a reinforcing event room. He might play ping-pong for 1 token or spend 2 tokens at the more popular pool table. Sometimes he saves his tokens to buy candy at the room store, or to attend a movie. After about 10 minutes in the reinforcing event room, the student returns to his instructional center and contracts to meet new objectives.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Classrooms are used for the 4 instructional centers and the 2 reinforcing event rooms. Commercial programmed materials and commercial or locally developed progress charts, pretests, posttests, and reinforcing event materials are all necessary for implementing this program.

#### **COST**

The total cost of instructional materials for a class of 30 is \$180. The average, annual per-pupil cost for the regular district program is \$1,202. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Duane Moore, Principal  
Genesee Elementary School  
835 West Genesee Street  
Lansing, Michigan 48915

**SHEDD'S ALPHABETIC-PHONETIC  
STRUCTURAL LINGUISTIC (APSL) APPROACH TO READING  
MINNEAPOLIS, MINNESOTA**

**PROGRAM SIZE AND  
TARGET POPULATION**

APSL instruction is given to 41 students from 4 elementary schools, 2 junior high schools, and 1 senior high school. Included in the group are hyperkinetic and emotionally disturbed students, nonreaders, and students with poor self-concepts. The students are at least 2 years below grade level in reading achievement and are white residents of a large city's suburbs. Their average family income is \$6,900 to \$9,000.

**YEAR STARTED**

The program began in 1969.

**STAFF**

Instruction is done by volunteer tutors: parents, senior citizens, and upper-grade students. They receive from 3 to 4 hours of initial training and also view a 40-minute program videotape. Principals in each building make program arrangements, and the special education coordinator and reading consultant train the volunteers, supervise, and evaluate the program. Special resource personnel are a psychologist and high school counselor.

**MAJOR FEATURES**

Structured, one-to-one tutoring is the vehicle for this APSL reading program. Developed by Dr. Charles D. Shedd of Kentucky's Berea College Reading Research Institute, APSL uses a multisensory approach to reading, writing, and spelling. Language is broken down first into letters of the alphabet and then into sounds, letter combinations, and words. Exercises increase in difficulty as basic skills are mastered. Scope and sequence are detailed in the instruction materials, and tutors must follow them precisely. Each student receives from 4 to 6 hours of instruction weekly for a school year, and all of this time is spent with the tutor. Strategies include having the student write on a rough masonite board those words he misses in reading, spelling, and writing, and having him learn all the meanings of words he uses frequently. Criterion-referenced tests are used both for diagnosis and assessment of student achievement.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

No special facilities are required except a distraction-free room with a table and 2 chairs. Materials include the APSL books, rough masonite board, and dictionaries.

**COST**

The total cost of instructional materials for a class of 30 is \$300. Since the program would not be used for 30 at one time, the materials can be used for several years. The average, annual per-pupil cost for the regular district program is \$1069. The annual per-pupil cost of this program is less than \$50.

**FOR FURTHER  
INFORMATION**

Catherine Mumm  
Reading Consultant for Right to Read  
8000 Highway 65 NE  
Minneapolis, Minnesota 55432

## **PROJECT LIFT \***

### **STAPLES, MINNESOTA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all of the approximately 150 elementary school children enrolled at the Lincoln Model Nongraded School. The children, mostly white, come from low-income families in a small-town community.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The program is staffed by the school principal, 7 teachers, 4 paraprofessionals, and 6 part-time special area resource persons. Staff receive training in areas relevant to their program roles on an as-needed basis.

#### **MAJOR FEATURES**

This is an individualized reading program in a nongraded innovative school setting. Major goals focus on improving students' self-concepts and attitudes toward reading; recognizing individual student differences; developing independent reading ability; using effective and diverse teaching materials and techniques; and improving home-school interaction to facilitate home tutoring. Primary-level students (ages 5-7) are involved largely in teacher-directed activities. They are grouped according to test results, teacher evaluation, and student interest. Audiovisual techniques, games, puzzles, and worksheets are widely used in teaching basic skills. Oral reading and a point system are used extensively for slow and poorly motivated learners. As students demonstrate the ability to work on their own, they are given increasingly individual options and the opportunity to work with older children. Intermediate-level students register for reading classes of their choice, guided by an advisor. Courses include such areas as vocabulary; reference skills; and literature, including poetry, fiction, nonfiction, humor, etc. Many teaching techniques are used including self-directed reading, creative plays, skills stations, reading games, library assignments, oral book reports among student groups, and contracts. Enrichment units are provided for students who exceed the expectations of basic reading skills. Similarly, a reading clinic area is available for students who require some isolation from the mainstream program. Parent involvement is emphasized through monthly information meetings and training sessions for the establishment of home-based reading programs.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The school is an open-spaced, carpeted facility that is flexibly equipped with portable furniture, carrels, folding screens, and bookcases. A large variety of audiovisual equipment and instructional materials are employed.

#### **COST**

The total cost of instructional materials for a class of 30 is \$2,000. The average, annual per-pupil cost for the regular district program is \$750. The annual per-pupil cost for this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

Donald D. Droubie, Principal  
Lincoln Model Nongraded School  
Staples, Minnesota 56479

\*Learning Individually for Today and Tomorrow



# **RALPH REEDER INDIVIDUALIZED READING PROGRAM**

## **ST. PAUL, MINNESOTA**

### **PROGRAM SIZE AND TARGET POPULATION**

Served by the program are 457 elementary school students. The students are white, live in small suburbs, and come from middle-income families.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program school is administered by a principal and is divided into 3 cross-age units, each headed by a unit leader. The staff is differentiated, with special personnel available as needed, and includes teachers, instructional aides, clerical aides, college aides, and parent volunteers. The school district's data processing director supervises computer operations.

### **MAJOR FEATURES**

The ultimate goal of this program is reading achievement that approaches the limits of each student's capacity. Reading instruction is individualized and based on the Wisconsin Design's word attack skills, in which the major reading skills are organized on 4 levels of difficulty. A computer acts as monitor for the program. Students are given criterion-referenced skills tests, and the computer scores, records, and stores individual results, class lists, and profiles of pupils who need instruction in the same skill area. If a student scores below 80% mastery of the skill pretest, he is given instruction to develop that skill. The type of instruction depends on his particular needs and learning style, and he may work individually or with a small group organized on the basis of the computer printout. After skill instruction, students are again tested; if they achieve 80% mastery, they begin a new skill cycle. Tests can be scored within 24 hours so that continuous assessment is possible. Although skill-based developmental instruction is the principal part of the program, 4 other instructional areas are coordinated with it: (1) adapted instruction to assist slow learners, (2) remedial instruction for disabled learners, (3) corrective instruction for students with minor reading deficiencies, and (4) accelerated instruction for those who have a solid skills base. From 6 to 8 hours each week are devoted to language arts instruction, and the entire program is individualized and computer monitored.

### **FACILITIES, MATERIALS, EQUIPMENT**

The media center is the focus for much of the instruction and includes both commercial and teacher-prepared materials for independent study and group work. Essential items for the program include the computer and criterion-referenced tests. A resource file is maintained in which all print and nonprint materials are compiled by sequence and category.

### **COST**

The total cost of instructional materials for a class of 30 is \$135. The average, annual per-pupil cost for the regular district program is \$952. The annual per-pupil cost of this program does not exceed that of the regular district program.

### **FOR FURTHER INFORMATION**

Arlyn D. Gunderman, Principal  
Reeder School  
2800 North Hamline Avenue  
St. Paul, Minnesota 55113

## **ENRICHED AND EXTENDED SCHOOL YEAR PROGRAM EAST CLEVELAND, OHIO**

### **PROGRAM SIZE AND TARGET POPULATION**

About 1,500 children from 5 elementary schools are in this program. Almost 100% are black and come from an inner-city community in which family income is low, with 50% of the school children from welfare families.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The administrative staff consists of a program coordinator, a coordinator of supportive services, a budgetary manager, and an evaluation adviser. There are 60 teachers, assisted by 10 paraprofessionals, all of whom participate in ongoing inservice training sessions. Thirty specialists in the fields of art, music, drama, science, history, and health provide additional instruction.

### **MAJOR FEATURES**

Children selected for this program show a deficit in reading achievement equivalent to 1½ years or more. The program focuses on strengthening reading, vocabulary, and communication skills through the addition of nontraditional settings for instruction and the extension of the school year through July. The extended year is organized into six 6-week segments. Each segment includes 4 weeks of traditional classroom instruction, 1 week of special instruction at one of several community cultural institutions, and 1 week of vacation. Scheduling varies, but all classes spend 5 days, not necessarily consecutively, within each 6-week period at one of the institutions. The teacher and specialist from each cultural center use part of the 1-week vacation time to plan activities for the following instructional period. The activities are designed to enrich classroom experiences while also teaching vocabulary and oral communication skills. For these 5 days, the institution specialist becomes the teacher, and the teacher becomes an active participant in the program. At the end of the 5 days, both teachers meet for a feedback session. Participating cultural centers are the Cleveland Art Museum, the Music Settlement House, Fairmount Center for Creative and Performing Arts, the Cleveland Health Museum, Hiram College (Center of Biological Studies), Western Reserve Historical Society, Cleveland Zoo, the Cleveland Natural Science Museum, Resident Camp, and Karamu House Theatre. Integrated into the regular classroom curriculum is time for the children to write about their experiences at these institutions. They are encouraged to use their new vocabulary in diary entries, and learning to read by writing augments their regular reading lessons. In addition to planning activities, teachers schedule parent conferences and tutor students during the 1-week vacation periods.

### **FACILITIES, MATERIALS, EQUIPMENT**

This program uses the facilities of the cultural centers already mentioned. This includes classroom, gallery, and workshop space and supplies and equipment for special projects.

### **COST**

The total cost of instructional materials for a class of 30 is \$6,000. In addition, each cultural center is paid an average of \$15 per pupil per week of instruction. The average, annual per-pupil cost for the regular district program is \$1,000. The annual per-pupil cost of this program exceeds that by \$200.

### **FOR FURTHER INFORMATION**

Lawrence R. Perney  
Assistant Superintendent  
East Cleveland Board of Education  
15305 Terrace Road  
East Cleveland, Ohio 44112



**PROJECT CLOSURE (CLUSTER LEARNING OF STUDENTS  
UNDERACHIEVING IN READING EFFICIENCY)  
ABILENE, TEXAS**

**PROGRAM SIZE AND  
TARGET POPULATION**

There are 1,600 students participating in the program from 11 Title I schools, including a small group of children living in institutions for neglected and delinquent children. About 1,300 students are in elementary school and 300 are in junior high school. They are predominantly low-income black, Chicano, and white youngsters.

**YEAR STARTED**

The program began in 1970.

**STAFF**

The staff requirements are the following: a part-time director; 11 reading teachers, one of whom functions as the head teacher; 5 counselors; and 11 classroom assistants. Two-day orientation workshops are held each year prior to the opening of school. During the year, in addition to informal meetings, inservice training meetings are scheduled every month for discussions of particular concerns expressed by teachers.

**MAJOR FEATURES**

The basic goal of this remedial reading program is to bring each child up to grade level in reading. Children remain in the program only as long as it takes them to achieve that goal. First- and second-graders are referred by their teachers. The older children are selected because of teacher referral and evidence of underachievement (at least 1 year behind grade level in reading). The critical element of the instructional program for children in grades 1-3 is the DISTAR Reading and Language programs. A child is placed in his functioning level in DISTAR and, for 1 hour each day, works toward achievement of the behavioral objectives specified in DISTAR. Half of the time is devoted to DISTAR Reading and half to DISTAR Language. For the upper elementary and junior high school students, the Fountain Valley Support System, a diagnostic-prescriptive instrument which locates specific reading deficiencies, is the core of the diagnostic program. The diagnostic component is a taped test consisting of exercises covering from 7 to 9 word attack subskills which the child completes on paper. The system is referenced to about 30 commercial developmental reading programs, which, when used with test results, provides the teacher with a quick, efficient method of prescribing materials for each child. The Educational Developmental Laboratories program Listen, Look, and Learn is one of the primary instructional components. Once a child is in the developmental program that best suits his needs and holds his interest, he usually stays with it, working a minimum of 30 minutes each day until he reaches grade level.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Each school is equipped with at least 1 reading room where special materials are stored. The children come to the reading rooms throughout the day, although no child ever misses his regular reading class.

**COST**

The approximate cost of instructional materials for a class of 30 is \$375. The average, annual per-pupil cost for the regular district program is \$646. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

**FOR FURTHER  
INFORMATION**

Lloyd Swindle  
Director of Elementary Education  
Abilene Independent Schools  
Abilene, Texas 79601

# READING PROGRAM—CHESAPEAKE DEMONSTRATION SCHOOL

## CHESAPEAKE, VIRGINIA

### PROGRAM SIZE AND TARGET POPULATION

All 550 children, ages 5 to 12, enrolled in the school are involved in the program. They are mostly white children who come from middle-income families in the suburbs of a small city.

### YEAR STARTED

The program began in 1967.

### STAFF

The program is staffed by 6 full-time teachers, 1 full-time aide, and a part-time administrator. Volunteer aides serve on a regular basis as well. New and returning teachers receive 10 hours of inservice in the teaching of reading.

### MAJOR FEATURES

The program is nongraded, individualized, and objectives based. Locally prepared criterion measures are used to diagnose the readiness skills of entering students. Students are placed according to demonstrated competencies and preferences for certain cognitive modalities (*i.e.*, sight or phonics method, etc.). Instruction takes place in 6 specially designed reading centers, each of which is staffed by a reading specialist. There are also 6 language arts centers, each of which is staffed by a language arts teacher. The 6 reading centers and the 6 language arts centers are paired so that reading and language arts can be closely coordinated through team teaching. Each child studies these subjects for 100 minutes per day under the direction of a team of 2 persons. Nongraded and flexible grouping provides for an individual development rate by each child. Since each child resumes his own place in the learning continuum every September, a child may have the same team of teachers over a period of several school years. Careful records are kept so that each pupil's progress can be constantly monitored and periodically reviewed. At least once a year each child's progress toward long-range goals is assessed to detect needs for regrouping. At this time, new pupils are assimilated into the program. In addition, a computer program has been developed for storage and retrieval of data such as background information and test scores. Plans have been made to apply systems management techniques to behavioral objectives and criterion measures.

### FACILITIES, MATERIALS, EQUIPMENT

Reading centers, designed in small rooms for 15 to 20 students, are used. They are carpeted and equipped with the various individual basal reading programs used (Macmillan, Lippincott, and Houghton Mifflin). In addition, locally prepared readiness materials and many supplementary materials are available.

### COST

The initial total cost of instructional materials for a reading center is \$2,500. Program staff estimate that basic materials last for 6 to 8 years and are used by more than 100 pupils each day. The average, annual per-pupil cost for the regular district program is \$700. The annual per-pupil cost of this program exceeds that amount by less than \$50.

### FOR FURTHER INFORMATION

Phyllis W. Fary, Principal  
Chesapeake Demonstration School  
2032 Dock Landing Road  
Chesapeake, Virginia 23321

## **REINFORCING PERSONALIZED INSTRUCTION TORRINGTON, WYOMING**

### **PROGRAM SIZE AND TARGET POPULATION**

All 950 elementary children, including kindergartners, in this small, rural town participate in the program. Many of the students are lower-income Chicanos and Anglos. The school is organized around achievement levels, rather than around grades.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

All the staff from the single elementary school have some responsibility in the program. They include 36 teachers, 17 aides, 2 physical education teachers, 3 learning disability teachers, 1 speech therapist, 1 psychometrist, 1 production technician, 5 special education teachers, 2 librarians, 2 bilingual instructional aides, and 1 audiovisual technician. The principal and the assistant superintendent co-direct the program. About 20 parents volunteer throughout the year for tutoring and clerical jobs. All staff meet for 2 weeks before the school year begins to discuss changes and revise curriculum materials. During the year, in addition to spontaneous informal consultations among teachers, there are 5 scheduled inservice meetings that cover topics meeting the expressed needs of teachers.

### **MAJOR FEATURES**

This total language arts program, developed over a period of 4 years, is designed to serve the individual differences in the children throughout their entire elementary school experience. To do this the staff has developed "contrapacs," a series of individualized learning experiences, each of which outlines a specific process that each child needs to follow in order to master individual reading skills. A contrapac includes a pretest and posttest, suggested activities, and appropriate criterion-referenced materials, all written as an educational prescription, for attainment of each stated objective. One or more regular classroom teachers work with a learning disability or special education teacher to prescribe contrapacs for each child. About half of each day is spent on language arts, but the time spent completing contrapacs varies with each child. To monitor progress as a child moves from level to level, a flow chart of all language arts skills records the following information: (1) when the child is introduced to the skill; (2) when the skill is emphasized; (3) when the skill is mastered; and (4) when the skill is used for enrichment.

### **FACILITIES, MATERIALS, EQUIPMENT**

Because the emphasis is on reinforcement of reading skills through total physical and mental development of the children, instructional strategies employed are multimedia and multisensory. Thus, the program has available a large selection of readers, kits, self-contained reading programs, reading machines, and audiovisual equipment, all of which are exportable. Some classrooms were slightly modified by removing walls to create additional space for activity centers.

### **COST**

The total cost of instructional materials for a class of 30 is \$10. The average, annual per-pupil cost for the regular district program is \$1,263. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Paul Novak, Assistant Superintendent  
Goshen County Unified School District #1  
2602 West E  
Torrington, Wyoming 82240

## **PARENTAL INVOLVEMENT PROGRAM\***

### **MESA, ARIZONA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves over 500 kindergarten children, many of whom are Spanish-speaking.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

In addition to regular classroom teachers, the program is staffed full time by 1 kindergarten teacher (the project coordinator) and 4 aides. The aides receive 4 hours of inservice training a week.

#### **MAJOR FEATURES**

This program is designed to train parents to teach their children reading readiness skills and to provide games and techniques for parents to use at home to reinforce skills their children are learning in kindergarten. Each Friday, the project coordinator holds training sessions for the project's 4 bilingual aides, to teach the aides the skills and games that will be introduced to parents the following week. On Monday, each aide in turn trains a group of parents and provides them with necessary materials. Parents then make the games and on Tuesday the parents and aide go into the kindergarten classrooms and teach the week's skill to small groups of children. The parents are then encouraged to take their games home with them to reinforce the concepts with their own children and to teach any younger children they have. The skills introduced to the kindergarten children are matching letters, identifying letters shown, identifying letters named, and writing letters from dictation. Each skill is taught for approximately 4 weeks, and classroom teachers are informed in advance what activities parents will conduct each week so that the teachers can coordinate these activities with their schedules. A psychologist gives parents information on handling behavior problems, and health and nutrition workshops are also conducted. As an experiment, many parents received financial rewards for participating in the program in the past; however, no financial rewards are given now as they were not needed for parental participation.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Games for the project are constructed from items ordinarily found around the home. Cafeteria or workroom space is needed for parent training.

#### **COST**

The total cost of instructional materials for a class of 30 is less than \$100. The average, annual per-pupil cost for the regular district program is \$426. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Doug Barnard, Director of Reading  
Parental Involvement Program  
14 West Second Avenue  
Mesa, Arizona 85202

\*Now the Parental Involvement Incentives Program

# **LIPPINCOTT'S BEGINNING TO READ, WRITE, AND LISTEN—KINDERGARTEN**

## **DECATUR, ILLINOIS**

### **PROGRAM SIZE AND TARGET POPULATION**

All 1,375 kindergarten children in Decatur are using this program in school. They come from both suburban and urban backgrounds.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

Both the Director of Elementary Education and the principal at each of the 26 schools have some administrative responsibilities for the program. There are 29 teachers and 15 aides teaching kindergarten. City-wide, a total of about 300 parents volunteered in the classrooms and received 8 hours of program orientation. The 12 teachers who pilot-tested the program, realizing the necessity of a thorough preservice training session, planned and conducted a week-long session during the summer before they taught reading with the new materials. They worked through the Teacher's Manual page by page and prepared many of the suggested additional reinforcement activities. This served as a model the following summer to acquaint the remainder of the staff with the program. Teachers now meet about once a month to discuss alternate ways to use the materials and to recommend to first-grade teachers instructional activities to use with these early readers. All new teachers attend a 1-week workshop in the summer before starting the program.

### **MAJOR FEATURES**

The Beginning to Read, Write, and Listen program combines emphasis on auditory training, oral language usage, handwriting, and the development of basic reading skills. Children learn to recognize and write letters of the alphabet, to distinguish between and produce letter sounds, and to blend sounds into words. Each letter is introduced by a letter book, a complete learning unit that consists of stories, games, practice exercises, and a pocket in which to keep work papers, called "start-write" papers. Every child receives his own letter book for each letter, and he may keep it after he successfully completes all the activities in it. On Friday, the children take their letter books home and can work with their parents on different home-oriented activities suggested in each book. The lessons are self-pacing, but the author of the program recommends that children spend no more than 1½ hours a day, 4 days a week, on the lessons.

### **FACILITIES, MATERIALS, EQUIPMENT**

Essential for each class are a Teacher's Manual and a set of materials for each child, which includes 24 letter books, start-write paper, and a magic slate that is used for practice writing and can be erased by lifting the plastic cover sheet. Additional materials accompanying each package are masks, letter cut-outs, hand puppets, and a filmstrip and cassette for each letter book.

### **COST**

The total cost of instructional materials for a class of 30 is \$540. Annual replacement cost for a class of 30 is \$480. The average, annual per-pupil cost for the regular district program is \$524. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Lorene K. Wills  
Director of Elementary Education  
Decatur Public School District #61  
101 West Cerro Gordo  
Decatur, Illinois 62521



## **EDEN GARDENS KINDERGARTEN PROGRAM**

### **SHREVEPORT, LOUISIANA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The majority of the 61 kindergarten children attending this school are disadvantaged blacks who live in a large city.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

The program is staffed by the principal of Eden Gardens Elementary School; 1 resource director, who assists small groups of children with practice on readiness and reading skills; 1 program coordinator, who also leads small-group work and does testing; 1 counselor, who maintains the children's records and confers with parents; and 2 full-time aides.

#### **MAJOR FEATURES**

This all-day kindergarten program is the first phase in the district-wide Continuous Progress Program in Reading. In a district-prepared bulletin, the sequential stages in the development of reading skills are outlined. These stages are stated in behavioral objective form, rather than in grade-level equivalencies. At the kindergarten level, these objectives are defined generally as mastery in the areas of motor control, communication, listening, visual and auditory discrimination and perception interpretation, word recognition, and linguistic skills. Within each area, specific tasks are identified as being essential to the development of a strong foundation for learning to read. The 6-hour curriculum of this program exposes each child to many experiences, both group and individual, teacher directed and child selected, that help him successfully perform each task. Every effort is made to vary instruction and to teach with materials that the child enjoys and with which he experiences success. At each specific level, a mastery test is administered. If a weakness is revealed, the teacher concentrates on remedying the identified problem before the child can begin work on another level. If the same weakness appears on the retest, the child works with the appropriate resource person until he learns the skill. Careful records are kept for each child that record the date he completes each skill.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The 2 kindergarten classes are organized around work areas and activity centers, which house many teacher-prepared and commercially available materials. Both rooms are also equipped with a filmstrip projector and a listening center.

#### **COST**

The total cost of consumable instructional materials for a class of 30 is \$100. The average, annual per-pupil cost for the regular district program is \$868. The annual per-pupil cost of this program exceeds that by less than \$50. Lunch is provided for the children using funds from the federal lunch program.

#### **FOR FURTHER INFORMATION**

Marjorie Burns, Principal  
Eden Gardens Elementary School  
626 Eden Boulevard  
Shreveport, Louisiana 71106

## KEY WORDS TO READING — THE LANGUAGE EXPERIENCE APPROACH BEGINS CHANDLER, ARIZONA

### PROGRAM SIZE AND TARGET POPULATION

The program serves 175 kindergarten and first-grade students. The students, over 40% of whom are black and Spanish-speaking, come largely from middle-income homes in a small city.

### YEAR STARTED

The program began in 1968.

### STAFF

The regular classroom teacher implements this program at an approximate teacher-student ratio of 1:25. A limited amount of inservice is desirable, consisting of an introduction and periodic meetings.

### MAJOR FEATURES

The technique, known as Key Vocabulary, recognizes the fact that each child comes to school with thousands of usable words which express the child's inner self and have special meaning for him. By focusing on these key words, the child learns the alphabet and rapidly builds a sight vocabulary. The entire process consists of 6 main stages. (1) Verbal communication by the child is encouraged to identify key words, which are then written down, used by the child in an activity of his choosing, and reviewed the next day. Unrecalled words are discarded as insignificant to him. (2) Alphabet display cards with pictures including both long and short vowel sounds and various consonant combinations are used. (3) Phonics lessons are begun with labial sounds. (4) Since reading and writing are considered interdependent, the child writes stories using his key words and thereby learns other "service" words with the assistance of the teacher, as well as commercial and student-made dictionaries. (5) Punctuation is introduced by having the student read his stories aloud. (6) Finally, the child is asked to select books to read and to find his key words in them. Emphasized throughout all these stages is cultivating the child's attitude about himself and his background as a basic foundation for learning.

### FACILITIES, MATERIALS, EQUIPMENT

Teachers use the guide *Key Words to Reading — The Language Experience Approach Begins*, published by Charles E. Merrill Co. Since children write every day, writing materials are needed in addition to teacher-prepared learning aids such as display cards.

### COST

The total cost of instructional materials for a class of 30 is \$50. The average, annual per-pupil cost for the regular district program is \$825, and includes the annual per-pupil cost of this program.

### FOR FURTHER INFORMATION

Geraldine Elliott  
Primary Supervisor  
Chandler School District  
500 West Galveston  
Chandler, Arizona 85224

Carol Elias  
Kindergarten Teacher  
Knox School  
700 West Orchid Lane  
Chandler, Arizona 85224

## BEANBAG

### NAPA, CALIFORNIA

#### PROGRAM SIZE AND TARGET POPULATION

Program participants include 600 Napa Unified School District students in kindergarten and first grade who live in a small city and its rural suburbs. Representing all economic levels, the student population is 85% white and 15% Spanish-surname.

#### YEAR STARTED

The program began in 1971.

#### STAFF

The regular classroom teacher spends about 5 hours a week preparing and delivering beanbag lessons. No inservice training activities are required, but the teacher must be able to learn basic phonics with her class by following the directions included in the beanbag materials. Parents may also use beanbag on a one-to-one basis with their young children.

#### MAJOR FEATURES

beanbag activities are based on the assumption that reading grows naturally out of early writing. Children using beanbag are introduced to 4 groups of lower-case letters. The children learn to identify these letters by their most common sound, listen to stories about animals representing each new letter, and play with beanbags shaped like the animal characters in their stories. Group 1 letters (*i, t, l*) are introduced first because they can all be made from straight lines and are therefore the easiest to write. Group 2 (*a, c, d*, etc.) and Group 3 (*b, h, r*, etc.) are introduced as the children learn to make left and right curves. Group 4 letters (*x, y, z*) are taught last because they require the students to be able to write more difficult, slanted lines. Various movement activities are used to reinforce students' perceptions of the letters' shapes and sounds. Students do somersaults when learning about curved letters and go down the slide to imitate the slanted lines of the letter *x*. Children learn to pronounce syllables and words by throwing a vowel beanbag (an ant for the letter *a*) at a number of consonant beanbags (a turtle for the letter *t*, a baby bird for the letter *b*). When the vowel beanbag lands next to one of the consonant beanbags, the student is asked to pronounce the "word" he has made. After the students have learned to read and write all lower-case letters of the alphabet and a basic short-vowel vocabulary, capital letters and letter names are introduced.

#### FACILITIES, MATERIALS, EQUIPMENT

beanbag kits include 26 beanbag characters shaped like bugs and small animals, 4 story books about the adventures of beanbag characters, and a teacher's guide. An easel, crayons, and large pieces of newsprint are also needed to implement the program. A readiness book is also available for parents or teachers of preschool children.

#### COST

The total cost of instructional materials for a class of 30 is \$41.50. Beanbags can be made by teachers or parents, reducing this figure to \$15.50. The average, annual per-pupil cost for the regular district program is \$850. The annual per-pupil cost of this program exceeds that by less than \$50.

#### FOR FURTHER INFORMATION

Donna Connell, Reading Specialist  
Napa Unified School District  
2119 Lone Oak Avenue  
Napa, California 94558



# **SEQUENTIAL PROCESSES FOR MASTERY OF SKILLS IN DECODING FROM PRE-PHONIC TRAINING TO INDEPENDENT READING COMPETENCY NEW BEDFORD, MASSACHUSETTS**

## **PROGRAM SIZE AND TARGET POPULATION**

The program serves 2,400 students in kindergarten and first grade. About 85% are white and come from both middle- and low-income families living in an urban area.

## **YEAR STARTED**

The program began in 1966.

## **STAFF**

The part-time staff includes a director, 2 reading consultants, 82 teachers, and 27 teacher aides.

## **MAJOR FEATURES**

This approach to reading is based upon the assumption that to master reading skills the child needs assistance at every new step in the learning process. The program precedes and supplements the regular basic reading program with instruction offered to kindergarten and first-grade students, particularly those who have reading problems. The emphasis in the program is placed upon phonic skills, comprehension, and language-related skills. The program begins at a low, step-by-step learning level, which is geared to teaching handicapped students and slow learners. Teaching techniques are designed to assist the child over each new hurdle or each successive step in cognitive, auditory, or visual development. For example, the instructional materials attempt to develop the child's ability to identify a sound, recognize words, and know the association between the sound of a letter and the visual form of the letter. A unique feature of the program is that consonant letter forms can be superimposed over the illustrated mouth positions, helping the child with auditory discrimination problems to learn through the visual modality. The fact that no memorization of key words is necessary makes the approach advantageous for a child who has a limited vocabulary. Mimeographed practice sheets are used to take the child through each of 7 steps in the mastery of associating letter forms with corresponding speech sounds. The child prints and articulates the sounds and pronounces the words, reinforcing his auditory and visual memory. The child proceeds in the program, learning to decode words with long or short vowels, blends, vowel deviants, and silent consonants. Steps for each sequential decoding skill are determined by task analysis and developed as part of the program. Teacher-made charts are an important and necessary part of the process. An effort is made, after grade 1, to "streamline reading" so that the memorization of rules is kept at a minimum, and the student learns by a more compact process of presentation, reducing confusion and fostering feelings of success.

## **FACILITIES, MATERIALS, EQUIPMENT**

The program uses the regular classroom facilities; a resource room may also be used for more individual work. Locally developed materials are used along with commercial materials in the program.

## **COST**

The total cost of instructional materials for a class of 30 is \$274. The average, annual per-pupil cost for the regular district program is \$937. The annual per-pupil cost of this program exceeds that by less than \$50.

## **FOR FURTHER INFORMATION**

Florence L. Mahon  
Assistant Superintendent  
New Bedford Public Schools  
455 County Street  
New Bedford, Massachusetts 02740

# **SUCCESS THROUGH IDENTIFICATION AND CURRICULUM CHANGE**

## **SAPULPA, OKLAHOMA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 749 kindergarten and first-grade students in 9 Sapulpa elementary schools and is to be expanded to the second grade. Students are primarily white (about 10% are Indian and 10% are black), live in a small city, and come from low-income families. Many are educationally handicapped.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

The staff for the program includes a director, a psychometrist, 24 teachers, 17 aides, a university consultant in early childhood education (1 day per week), an evaluator, and community volunteers. Teachers and aides go through an inservice training program to acquaint them with innovative teaching approaches and use of materials, and they meet monthly to exchange ideas and classroom experiences.

### **MAJOR FEATURES**

The program is based on the principle of early identification of students' strengths and weaknesses and the development of individualized programs to correct the weaknesses and emphasize the strengths. The program touches the cognitive, affective, and psychomotor realms. Diagnostic tests are given to students, and the test scores are used for identifying goals and developing behavioral objectives. Strategies to deal with needs have evolved in several directions. One is simply providing more adult attention and instruction for children. Aides have been added to all kindergartens and most first grades, and upper-grade students are used as tutors. Individualization is stressed through such activities as creative story writing, story dictation, and individual vocabulary development. Children with identified deficiencies take "Home Learning Kits" home with them and work with their parents, who receive training in use of the materials. Each child also has a prescriptive printout which helps the teacher to correct weaknesses and enhance strengths.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program is used in 8 self-contained classrooms and 1 open space classroom in the 9 participating elementary schools. Important materials include DISTAR Reading and Language materials, tapes, materials for perceptual-motor training (such as walking beams) and sensory training, Home Learning Kits, and Individual Prescriptive Printouts.

### **COST**

The total cost of instructional materials for a class of 30 is \$1,044. The average, annual per-pupil cost for the regular district program is \$776. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

### **FOR FURTHER INFORMATION**

John L. Martin, Superintendent of Schools  
or  
S. Sue Haile, Director, ESEA Title III  
Sapulpa Public Schools - Independent #33  
1 South Mission  
Sapulpa, Oklahoma 74066

# **PREVENTION OF READING DISABILITIES THROUGH EARLY DIAGNOSIS AND REMEDIATION PHILADELPHIA, PENNSYLVANIA**

## **PROGRAM SIZE AND TARGET POPULATION**

The program originally served first-grade students in 15 inner-city schools, which were representative of each school district in Philadelphia. The students came from low- and middle-income black and white families. The program presently serves approximately 1,500 to 2,000 kindergarten and first-grade children in 3 districts. The children are from varying economic stratas and locales.

## **YEAR STARTED**

The program began in 1970.

## **STAFF**

Fifteen elementary reading teachers and 10 first-grade classroom teachers devote about 1 hour a day to the program, and, where possible, a trained aide or volunteer spends a half-day in each class. The project director trains the teachers, who receive approximately 60 hours of inservice training; the aides receive about 5 hours of training plus supervision. The program also requires the active support of building principals and other administrative personnel.

## **MAJOR FEATURES**

The program is designed to train school personnel to identify perceptual deficits in areas specifically undergirding the reading process in kindergarten or first-grade children, and to implement needed remediation so that students will be able to profit from formal reading instruction. At the beginning of the program, 20 reading teachers representing 8 school districts attended a 4-week summer workshop. These teachers were trained to administer screening instruments to kindergarten children about to enter first grade, to interpret the results from these instruments, and to prescribe and implement activities to help identified children overcome their perceptual or developmental lags. Area kindergarten children participated in the workshop so that the reading teachers could work with them in learning to use the diagnostic instruments and remediation techniques. In the following school year, programs were implemented in 15 schools. Teachers found that, in order to carry out the diagnostic and remediation activities, the assistance of an aide was invaluable. Remediation activities used include training in auditory and visual discrimination of objects, letters and words, visual-motor coordination, knowledge of the alphabet, recognition and reproduction of sight words, and concept formation. The program includes a monitoring and evaluation component and regularly scheduled supervision of the program participants, done by the director and staff. Plans are being made to implement a similar staff development program with another group of teachers to be carried on this school year.

## **FACILITIES, MATERIALS, EQUIPMENT**

The program uses a number of teacher-made and commercial games and materials, as well as tape recorders and earphones, films and filmstrips, and projectors. Diagnostic instruments include parts of the Valett Developmental Survey of Basic Learning Abilities and the abbreviated Katrina de Hirsch Predictive Index.

## **COST**

The initial total cost of instructional materials for a class of 30 is approximately \$500. Maintenance costs for replacing consumable items are very small. The average, annual per-pupil cost for the regular district program is \$998. The annual per-pupil cost of this program exceeds this by less than \$50.

## **FOR FURTHER INFORMATION**

Beatrice J. Levin  
Assistant Director of Reading  
School District of Philadelphia  
#322 - 21st Street and The Parkway  
Philadelphia, Pennsylvania 19103

## **PREREADING SKILLS PROGRAM (PRS)**

### **JANESVILLE, WISCONSIN**

#### **PROGRAM SIZE AND TARGET POPULATION**

Between 1971 and 1974 in various communities in Wisconsin, Illinois, and Minnesota, 3,261 kindergarten pupils participated in field test studies for PRS. Students included in the field tests were drawn from a wide range of socioeconomic and racial backgrounds. This summary is based on the program as it operates at Wilson Elementary School in Janesville, Wisconsin. Using the program are 53 kindergarten children in 2 classes and 9 first-grade children who are not yet ready to read.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The program is staffed by 2 teachers. New teachers learn about the program's operation from self-instructional teacher's guide folders.

#### **MAJOR FEATURES**

PRS focuses on 3 visual and 2 sound skills that are needed to prepare for formal reading instruction. The 3 visual skills taught are letter order, letter orientation, and letter detail. The 2 sound skills taught are sound matching and sound blending. Children begin by doing preliminary activities in visual and phonetic discrimination that give them the necessary background to begin instruction in the 5 skills. Then, through large-group, small-group, and individual games and activities, the children work on specific skills. The program is individualized so that each child works only on the skills he needs. Extra help games and other activities are provided for teachers to use with children who are having difficulty. Also provided are children's take-home materials and letters to the parents that explain how to use these materials. A teacher uses one schedule for sound activities and another for visual activities and alternates daily between them. The activities are sequenced and last approximately 20 minutes each day. For a new teacher, preparation time for a daily lesson is approximately 10 minutes. The schedules also suggest to the teacher appropriate times during the year for informal and formal assessment. Skill mastery is assessed individually using the PRS Test, which includes separate subtests for each of the 5 skills. Usually a child is tested on only 1 skill at a time. Record-keeping is easily accomplished using the cards with notched edges that are provided with the materials.

#### **FACILITIES, MATERIALS, EQUIPMENT**

A PRS kit contains all of the teacher's materials and children's materials necessary for instructing 60 pupils, 30 in each half-day kindergarten class. The kit is available from the Encyclopedia Britannica Education Division.

#### **COST**

One PRS kit, which can be used for approximately 5 years, costs \$445. Consumable items for 60 children can be replaced yearly for \$64.40. The average, annual per-pupil cost for the regular district program is \$984.

#### **FOR FURTHER INFORMATION**

Helen Fish, Teacher  
Wilson Elementary School  
465 Rockport Road  
Janesville, Wisconsin 53545

Richard L. Venezky  
Principal Investigator  
Prereading Skills Program  
Wisconsin Research and  
Development Center  
1025 West Johnson Street  
Madison, Wisconsin 53706

# **INTENSIVE LEARNING TITLE I PROGRAM—SOUNDS OF LANGUAGE READING SERIES**

## **KANSAS CITY, KANSAS**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 2,034 disadvantaged children, grades K-2, in 21 elementary schools. The children, over 50% of whom are black, reside in a small city in a metropolitan area and come from low-income families.

### **YEAR STARTED**

The program began in 1967.

### **STAFF**

The program at each school is staffed by the principal who serves as instructional leader, 1 certified teacher for every 13 students, a full-time supervisory consultant, and a counselor. Teachers and consultants receive 35 hours of inservice training in a 1-week summer workshop in addition to inservice sessions during the school year.

### **MAJOR FEATURES**

The program aims to provide students with a wide range of language activities and thereby improve communication skills; to help pupils improve their self-concept and enjoy their educational experiences; to raise reading and math scores to grade level; and to lower the student-teacher ratio to 13:1 by using team teaching. Two hours of concentrated reading experiences are provided each day. The Sounds of Language program, a collection of high interest poems, stories, and pictures, prompts children to hear the spoken patterns of the sentences they read. The approach is based on the notion that when a child has the sounds of a poem or story clearly in his ear, he will have little difficulty reading it. Having read stories, children are encouraged to write their own stories and books as well. The program covers the child's whole educational program, not just reading. The building consultant assists teachers with planning, teaching techniques, equipment and material accounting, and special problems. A counselor provides close liaison between the school and home and is responsible for close attendance monitoring and home visitations. A psychologist, nurse, and speech clinician are on call to assist with evaluations, health checks, speech problems, and referrals. The principal is also an important member of the team.

### **FACILITIES, MATERIALS, EQUIPMENT**

Regular elementary classrooms are used. Materials for the Sounds of Language reading series published by Holt, Rinehart and Winston are required, as well as cassette recorders, overhead projectors, listening centers, learning centers, and materials for related activities such as puppet shows and creative dramatics. Chart paper, oak tag, and construction paper are used for word cards, word files, group stories, and individual booklets.

### **COST**

The total cost of instructional materials for a class of 26 is \$450. The average, annual per-pupil cost for the regular district program is \$825. The annual per-pupil cost of this program exceeds that by approximately \$300.

### **FOR FURTHER INFORMATION**

Vera Croskey  
Director of Elementary Education  
Unified School District #500  
Library Building  
625 Minnesota Avenue  
Kansas City, Kansas 66101



## **RIGHT TO READ LANGUAGE EXPERIENCE PROGRAM CAMBRIDGE, MARYLAND**

### **PROGRAM SIZE AND TARGET POPULATION**

About 725 children in grades K-2 are involved in the Language Experience Program. The children, about 35% of whom are black and 65% of whom are white, come from low-income families living in a small city.

### **YEAR STARTED**

The program began in 1969.

### **STAFF**

The administrative staff who spend part of their time on this program include the supervisor of elementary education, the principal, and assistant principal. The instructional staff consists of 28 teachers, 31 aides, 2 resource teachers, 1 librarian, and 20 trained parent volunteers. At the request of the principal, teacher, or parent, a home-bridger works with parents and the school to resolve problems a child is experiencing. Inservice training is conducted by 2 reading experts, who spend much of their time demonstrating techniques in the classroom. They also hold weekly and monthly meetings with teachers to develop special competencies.

### **MAJOR FEATURES**

The language experience approach is used during the first 3 years of the children's education. The primary objective is to develop an initial sight vocabulary and word recognition skills in each child by using his own oral language. Initially, teachers use props (such as a turtle) to encourage the children to dictate a story, which a teacher or aide writes. New vocabulary words known by each child from his own story are written on small pieces of paper and put into his own decorated cigar box. These words become his basic sight vocabulary. The children use the words in a variety of ways—building sentences, classifying according to function or type, alphabetizing in preparation for using a dictionary, and as materials for phonics instruction. Each child is checked weekly to make sure he has learned the vocabulary. By Christmas of first grade, most children have the skills to write their stories themselves. As the child's vocabulary increases, he is introduced to basal readers to develop reading-thinking skills. Beginning with the second grade, equal emphasis is placed on wide inquiry-type reading, using the library as the principal source of materials. This program places a strong emphasis on language arts and reading, and teachers correlate this approach with other curriculum areas, with the exception of arithmetic and handwriting.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in open space classrooms, which are conducive to either group or individualized instruction. In addition to the teacher-prepared word cards and the children's stories, the program uses basal readers, many library books, magazines, multimedia equipment, and games. Teachers check out materials from a multimedia center where they are catalogued and housed.

### **COST**

The total cost of instructional materials for a class of 30 is \$719. The average, annual per-pupil cost for the regular district program is \$1,099. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Dorothy B. Nave  
Supervisor of Elementary Schools  
and Reading  
Dorchester County Board of Education  
403 High Street  
Cambridge, Maryland 21613



# **A PROGRAM TO IMPROVE THE INFORMATIONAL PROCESSING OF CHILDREN WITH READING AND LEARNING PROBLEMS NEWARK, NEW JERSEY**

## **PROGRAM SIZE AND TARGET POPULATION**

There are 1,286 low-income black children, grades K-2, in 6 schools in the program.

## **YEAR STARTED**

The program began in 1971.

## **STAFF**

The program is staffed by a director, 2 educational psychologists, a reading specialist, 17 full-time language teachers, 4 physical education teachers, 4 kindergarten teachers, 9 first-grade teachers, 29 second-grade teachers, 14 aides, and 3 teachers and 3 aides who teach in the High Intensity Learning System-Reading (HILS).

## **MAJOR FEATURES**

This program is a 3-year developmental program that uses a systems approach to teaching reading. An organizational chart, the Informational Processing Model, developed by the staff over a period of 4 years, details those processes by which a child acquires a functional language system. The information on this chart provides the structure for instructional strategies, which focus on the development of gross and fine motor skills, visual and auditory perceptual skills, and cognitive language skills. Using an array of highly sequenced publishers' materials, all the children pursue prescribed activities that develop these skills. The activities are time-scheduled to ensure intensity of learning. Reading and language skills are taught with the DISTAR Reading and Language programs. Second-graders also spend 50 minutes a day working in the High Intensity Learning System center. HILS is a classroom management system that correlates more than 40 self-pacing, self-correcting reading materials and allows 1 teacher and 1 aide to supervise 30 individual reading curriculums at a time. Lengthy inservice training sessions are required to familiarize teachers with the Informational Processing System and HILS.

## **FACILITIES, MATERIALS, EQUIPMENT**

Built into each classroom is a special materials and media center. Teachers are assigned small working areas in other available rooms, which are used for small-group instruction by the classroom, language, and physical education teachers.

## **COST**

The total initial cost of instructional materials for a class of 30 for the Informational Processing Readiness for Learning Model is \$1,601. Annual replacement cost for a class of 30 is \$250. The total cost of instructional materials for a class of 30 for the High Intensity Learning System-Reading is \$1,020. Annual replacement cost for a class of 30 is \$25. The average, annual per-pupil cost for the regular district program is \$1,647. The annual per-pupil cost of this program exceeds that by between \$400 and \$499.

## **FOR FURTHER INFORMATION**

Robert D. Adams, Project Director  
A Program to Improve the Informational Processing  
of Children with Reading and Learning Problems  
Maple Avenue School  
33 Maple Avenue  
Newark, New Jersey 07112

## **LE CONTE SCHOOL READING PROGRAM**

### **BERKELEY, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

Served by the program are 309 students in grades K-3. The students come from low- and middle-income families and live in a small city.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The principal of Le Conte School serves as the program director. The staff includes 4 skills specialists, 12 teachers, 4 instructional aides, a media specialist, and an intergroup specialist, all full time; 2 intergroup aides, a guidance worker, nurse, speech therapist, and 21 parent volunteers work part time. For full-time program personnel, inservice training of approximately 4½ hours per week focuses on diagnostic and prescriptive teaching, classroom management, intergroup education, and audiovisual techniques.

#### **MAJOR FEATURES**

This individualized reading program is part of the regular language arts program at Le Conte School. The objectives are established at each grade level by the Pyramid Reading Management system. To achieve these objectives, kindergarten students use the Southwest Regional Laboratory reading readiness program, and students in grades 1-3 use state-adopted texts and workbooks as well as many supplementary materials. Students are diagnostically tested with locally developed and state instruments. The test results, which identify each student's strengths and weaknesses in reading and language skills, are used to write a prescriptive reading program for each pupil. Reading instruction is scheduled for 1 hour a day, during which there are at least 2 adults in each class to assist students. Every classroom is organized into a complete learning center, and students divide their time among activity centers, generally working in small groups of similar ability. Activity areas include skill teaching kits, learning games and devices, and 2 listening posts equipped with earphones, tapes, filmstrips, and worksheets. Criterion-referenced tests are used to determine whether students have met the objectives in their reading prescriptions. For 1 hour each week, the entire class, teacher and students, visits the school's multicultural center, where they learn about other ethnic groups in order to enhance their awareness and understanding of people. When the class returns to the regular classroom, the teacher provides follow-up activities to reinforce what was taught in the multicultural center.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in all of the regular classrooms. Text materials are commercially available from Harper and Row, and Lippincott. Other teaching tools include learning games and devices, skill teaching kits, and teacher-prepared materials.

#### **COST**

The total cost of instructional materials for a class of 30 is \$375. The average, annual per-pupil cost of the regular district program is \$1,325. The average, annual per-pupil cost of this program exceeds that by between \$300 and \$399.

#### **FOR FURTHER INFORMATION**

Betty Hopkins Mason  
Principal  
Le Conte School  
2241 Russell Street  
Berkeley, California 94705

# COMPUTER ASSISTED INSTRUCTION IN INITIAL READING

## EAST PALO ALTO, CALIFORNIA

### PROGRAM SIZE AND TARGET POPULATION

The program serves 245 students in grades K-3. Students are primarily black, live in a small city 30 miles south of San Francisco, come from families with average annual incomes under \$6,000, and are below grade level in reading.

### YEAR STARTED

The program began in 1968.

### STAFF

The only addition to the regular teaching staff necessitated by the program is 1 full-time paraprofessional to supervise students and maintain day-to-day contacts with teachers. Teachers are oriented to the program, given inservice training in interpreting reports and personalizing instruction, and helped by program developers when special problems arise.

### MAJOR FEATURES

The program links a central computer to a teletypewriter and audio headset at the school. Students then learn through interactions with the computer. This provides the vast memory capabilities of a computer in compiling information on a student's language problems and abilities and provides appropriate lessons and responses for each student based on that information. The system does not replace classroom instruction, but supplements it with 15 minutes of instruction per child each day. The system concentrates on decoding skills, where individualization is most appropriate. The computer contains the following 8 instructional strands: (1) skills necessary to operate the teletypewriter and interact with the program, (2) letter identification, (3) sight word recognition, (4) spelling patterns, (5) phonics, (6) spelling, (7) word comprehension, and (8) sentence comprehension. Exercises are of 3 types: copy, recognition, and recall. The computer requests a response, the child responds, and the computer instantly provides feedback, both written and verbal ("Great!" "No, we wanted fig."). The following 3 types of optimizing procedures can be employed to maximize student improvement: arrangement of items, formats, and sequences within each strand; allocation of time among various strands; and division of time on the teletypewriter among various class members. The child's individual response history helps to determine decisions in the first 2 areas, while the objectives of the program help in the third.

### FACILITIES, MATERIALS, EQUIPMENT

Schools must supply teletypewriters, audio amplifiers, and telephone connections. A computer system with random access audio must be available.

### COST

The initial cost of setting up the program is \$3,000. Annual maintenance cost for a class of 30 is \$2,000. The average, annual per-pupil cost of the regular district program is \$1,030. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

### FOR FURTHER INFORMATION

William Rybensky  
Director of Special Projects  
Ravenswood City School District  
2160 Euclid Avenue  
East Palo Alto, California 94303

Richard C. Atkinson  
Psychology Department  
Stanford University  
Stanford, California 94305

# **DISTAR READING INSTRUCTIONAL SYSTEM**

## **STOCKTON, CALIFORNIA; CHICAGO, ILLINOIS; RACINE, WISCONSIN**

### **PROGRAM SIZE AND TARGET POPULATION**

In all 3 locations, the program serves disadvantaged students in grades K-3 who are primarily black or Spanish-speaking. In Stockton, 337 students are served; in Chicago, 6,357; and in Racine, 470.

### **YEAR STARTED**

The program began in 1969 in Stockton, 1971 in Chicago, and 1968 in Racine.

### **STAFF**

In all 3 locations, specially trained teachers, aides, and volunteers are used to carry out the program in the classrooms. The instructor-to-student ratio is about 1:10 in Stockton, 1:10 in Chicago, and 1:8 in Racine. These staff members receive about 70 hours of inservice training in DISTAR methods.

### **MAJOR FEATURES**

In the DISTAR program, instruction takes place in small groups. The teacher or aide groups children around her in a semicircle, placing directly in front of her the children who are most difficult to teach. To teach the children, she uses a large book with print and illustrations large enough for the children to see, and she uses the book according to a tightly prescribed format. For each teaching task there is a segment, a signal to tell the children to respond out loud, and an evaluation of the various responses. When a child responds correctly, he is praised and sometimes is given a tangible reward; if he responds incorrectly, the teacher provides the necessary correction to the group and returns to the beginning of the task. The teacher then determines whether the individual can respond correctly. The teacher's signals often call for the children to respond in unison. This method makes it impossible for a child who does not know the answer to echo another child's response, and the teacher learns to pick out variant or lacking responses. Before they leave the task, all of the children must achieve the mastery level. The composition of the instructional groups changes often, depending upon the speed with which individual children learn, but all children in the program meet the same objectives although they progress at different rates. The pace of the lessons is rapid, and the instructor must be animated. This pace and the constant involvement of every child keep the students alert. In Racine, this instructional program is part of a larger Follow Through program, which includes health, nutritional, social, and psychological services.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program requires the SRA DISTAR I, II, and III instructional materials, including Teacher Presentation Kits and student Take Home Materials. In Stockton and Racine, existing classrooms have been modified to facilitate small-group instruction; in Chicago, standard classroom facilities are utilized.

### **COST**

The total cost of DISTAR Language and Reading materials for a class of 30 is about \$500. In Stockton and Chicago, the average, annual per-pupil costs of this reading program exceed that of the district's regular reading programs by less than \$50. In Racine, the per-pupil cost of the regular district primary program is \$1,000. The per-pupil cost of the Follow Through program exceeds that by between \$500 and \$999.

### **FOR FURTHER INFORMATION**

Cheri Conaway  
District DISTAR Specialist  
Stockton Unified School District  
701 North Madison Street  
Stockton, California 95202

Frances Gates  
Follow Through Director  
1330 State Street  
Racine, Wisconsin 53404

Joseph Rosen  
District 10 Superintendent  
District 10 - Chicago Board of Education  
3100 South Kedzie Avenue  
Chicago, Illinois 60623

## **NEW ADVENTURE IN LEARNING (PROJECT NAIL)**

### **TALLAHASSEE, FLORIDA**

#### **PROGRAM SIZE AND TARGET POPULATION**

There are 346 children, grades K-3, in this program. About 50% are rural blacks, and 50% are whites from the suburbs of a small city. The average income of these childrens' families is less than \$6,000, although many of the children are from well-to-do families.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

Four full-time staff members (a project director and 3 training specialists), 12 teachers, and 3 aides work on Project NAIL. The teachers receive training in diagnosis of reading problems, prescription of instructional programs, selection of materials, and behavior modification. Aides receive instruction in administration of informal test instruments, behavior modification, and clerical skills, as well as learning about different reading materials.

#### **MAJOR FEATURES**

Students come to Project NAIL from diverse backgrounds and have equally diverse reading readiness and reading abilities. To provide meaningful reading instruction that will enable the children to read at or above expected levels, the program equips its teachers with tools to assess reading problems and then to plan individualized programs that will best fulfill the student's instructional and emotional needs. Each child completes the work outlined on his prescription, which in turn results in reassessment of his reading problems and redesign of his prescription. This process repeats itself continuously throughout the year for each student. Teachers use a variety of instruments to make appropriate diagnoses—work and textbooks, programmed materials, and standardized tests. Teachers are sensitive to selecting materials that are suitable to the pupil's personal needs and are often assisted in this selection by the student himself. Instructional materials consist of commercially available kits, programmed and basal readers, audiovisual aids, and many teacher-made games. Care is also taken to select the appropriate context within which the child will learn best— independent work; individual work under the supervision of a teacher, aide, or parent volunteer; or small- or large-group activities. In addition, teachers and aides encourage productive, harmonious work by praising (verbally or physically) acceptable behavior and ignoring minor disruptive behavior. This helps instill in each child a positive attitude about himself.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in a modern, open-space school, which allows for flexibility in rearranging learning centers. Most of the materials are stored in the learning centers in places accessible to pupils.

#### **COST**

The total cost of instructional materials for a class of 30 is approximately \$330. The average, annual per-pupil cost for the regular district program is \$828. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

June Johnson, Project Director  
New Adventure in Learning  
W. T. Moore Elementary School  
Dempsey Mayo Road  
Tallahassee, Florida 32303



**DEVELOPMENTAL PROJECT:  
IMPLEMENTING THE WISCONSIN READING DESIGN IN K-3  
NILES, MICHIGAN**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves the district's 1,624 kindergarten through third-grade students in 8 elementary schools.

**YEAR STARTED**

The program began in 1972.

**STAFF**

The project is staffed by a full-time director and the following part-time staff: 8 school principals, 62 classroom teachers, 8 paraprofessional aides, and several reading consultants and volunteers. Teachers, principals, and paraprofessionals received 1 week of intensive preservice training in the Wisconsin Reading Design. In addition, teachers meet throughout the school year to exchange ideas and discuss techniques for individualizing instruction.

**MAJOR FEATURES**

In the Niles Community School District, children begin reading readiness work in kindergarten, learn decoding skills using the Educational Research Council of America's initial teaching alphabet, and begin reading in traditional orthography sometime in the second or third grade. Since teachers felt a need to be able to focus on the individual skill needs of each child, the Wisconsin Design for Reading Skill Development has also been incorporated into grades K-3. The Wisconsin Design is an instructional system which includes behavioral objectives for reading skills, suggested teaching strategies, skill tests, and record-keeping devices. As used in Niles, the design includes 3 components—word attack skills, study skills, and comprehension. Beginning in 1972, 1 component has been added to the program each year. Record keeping devices in the design are profile cards which list skills to be mastered. After a student is tested to determine which skills he has mastered, appropriate holes along the side of the card are notched open. This system enables teachers to combine the cards for a group of children and, by using a spindle, sort out the cards to identify children who need work on the same skill. Teacher resource files list commercial materials which can be used to teach each skill, and teachers add references to locally used materials to these files. Children work in their skill groups for a maximum of 2 hours a week. The skills they learn there are reinforced and correlated in other language activities throughout the day. Since the Wisconsin Design enables teachers to know exactly what skills each child needs, children can be taught in the initial teaching alphabet if they appear to need that kind of instruction, or in traditional orthography if they are ready for that type of reading.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Materials used in this program include a variety of multilevel basal reading texts, Wisconsin Design pretests and posttests, and pupil profile cards. In addition, a variety of commercial and teacher-made games and learning devices are used to meet skill objectives.

**COST**

The total cost of instructional materials for a class of 30 is \$315. The average, annual per-pupil cost for the regular district program is \$936. The annual per-pupil cost of this program exceeds that by less than \$50.

**FOR FURTHER  
INFORMATION**

Sandra Negley, Director  
Developmental Project: Implementing the  
Wisconsin Reading Design in K-3  
Niles Community Schools  
720 East Main Street  
Niles, Michigan 49120



# **VISUAL LINGUISTIC READING PROGRAM**

## **ST. PAUL, MINNESOTA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves an unselected cross-section of children in 110 kindergarten through third-grade classrooms in St. Paul. It is also used in other selected U.S. cities.

### **YEAR STARTED**

The program began in 1966.

### **STAFF**

Each classroom is staffed by a teacher and a paraprofessional aide. In addition to the classroom time normally allotted to language arts each day, these staff members spend about 20 minutes each day in planning and preparation.

### **MAJOR FEATURES**

The project is based on a specially prepared reading program that is designed to minimize initial difficulties in learning to read, to control early reading and word attack habits, and to meet a wide range of individual differences. In addition to readers, the reading program includes programmed texts, reading and listening tests, and packets for making transparencies and/or special packets and books of large letter forms and linguistically related words. In order to reduce early problems in learning to read, words introduced initially in the program are those in which all letters have only 1 sound. Repetition of letter-sound values, rather than repetition of words, is emphasized. The irregular sight words introduced at this stage are those used most frequently in other programs so that students can use a variety of supplementary books without difficulty. To prevent children from developing habits of using inappropriate cues in identifying words, the program uses a system of controlled word grouping to focus the child's attention on individual letters rather than on word length or configuration. To provide for individual differences, the program incorporates a number of approaches to teaching reading. Hundreds of pictures, matched to linguistic sets of words, are printed on large sheets of paper; overhead projection transparencies of these picture-word combinations can be made for additional emphasis on visual perception and recognition. Linguistic word groupings, programmed texts with story-related pictures, and early attention to context clues are also combined in the series to meet the needs of children with different learning styles. In addition, materials are designed to be of strong interest to males and to have a cultural orientation appropriate to contemporary life. A detailed teacher's manual eliminates the need for inservice or preservice training for the program.

### **FACILITIES, MATERIALS, EQUIPMENT**

Program materials include readers, programmed workbooks, guidebooks, and materials for direct use in perception-recognition or for making transparencies. An overhead projector can provide significant help.

### **COST**

The total cost of instructional materials for a class of 30 is \$600. The average, annual per-pupil cost for this program is between \$13 and \$19, depending upon grade and individual pupil needs.

### **FOR FURTHER INFORMATION**

James I. Brown  
Department of Rhetoric  
University of Minnesota  
St. Paul, Minnesota 55101

## **"I LIKE BOOKS" ESEA TITLE II HAGERMAN, NEW MEXICO**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all 117 students in grades K-3 at 1 elementary school. Many of the students are bilingual, and they come from low-income families living in rural areas or in a small town.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

In addition to the regular school staff, the program employs a part-time reading specialist and program director, 3 full-time instructional aides, and part-time parent volunteers. All salaried staff members receive at least 4 hours a month of inservice training in reading instruction.

### **MAJOR FEATURES**

Periodically during the school year, primary students in this school are presented with a collection of high-interest paperback books. These books are selected by the classroom teachers and the reading teacher according to grade level and individual student interests. The distribution sessions are announced on posters throughout the school and in the local newspaper and are preceded by activities such as pantomime or puppetry. Each student then selects from the collection 2 books that he wants for himself. Parents are also invited to attend the distribution. Students share their books with each other through oral reading between friends or in small groups during recess or free-reading times, but most students are reluctant to loan their books to others. Parents and aides assisting in the classrooms read aloud to the children or listen to the children read their books. As a result of the project, teachers have become concerned about the readability of their textbooks and are now using various techniques to determine the reading levels of classroom materials and to increase the variety of content area materials they use.

### **FACILITIES, MATERIALS, EQUIPMENT**

Books used in the program include student-made books and books published by Educational Reading Service, Scholastic Books, Golden Press, and Educational Developmental Laboratories.

### **COST**

The total cost of instructional materials for a class of 30 is \$90. The average, annual per-pupil cost for the regular district program is \$532. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Bettie G. Taylor, Reading Specialist  
Hagerman Municipal School  
P. O. Drawer B  
Hagerman, New Mexico 88232

## **CURETON READING PROGRAM BRONX, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

This program is being used with 2,300 children, grades K-3, in 10 elementary schools. The integrated target population (black, Spanish-speaking, and white) comes from families earning less than \$6,000 per year.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The project coordinator divides his time equally between administrative responsibilities and assisting 3 teacher trainers, whose duties include training 75 teachers and 75 paraprofessionals in the Cureton method, conducting workshops, diagnosing reading problems, and assisting teachers with material and test development. Additional inservice training for instructors consisted of a special class in teaching reading techniques.

### **MAJOR FEATURES**

The Cureton Reading Program, sequentially organized units of reading skill lessons, is being used with those disadvantaged children who enter school without any previous educational experiences and with those older children (grades 2 and 3) who are below grade level in reading achievement. Using familiar objects and a phonetic alphabet set to music, the child learns to build words from their component parts and sounds. As the child looks at or plays with an object, he is cued to recognize its initial sound and letter, which the teacher writes on the blackboard. Several rounds of these exercises result in the formation of a root word, which the child may add to or subtract from to form other words. As the children acquire more complex skills, they are grouped according to need and to their ability to complete worksheet activities; their progress is monitored periodically by informal tests. Parents receive progress reports every two months and are invited to attend workshops designed to increase their understanding of the program by suggesting activities that they can initiate at home to reinforce their children's learning.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in regular classroom facilities. Essential materials for a class of 30 include 1 Cureton Kit (a teacher's manual, worksheets, and manipulative objects) and a selection of auxiliary materials including word games, reading games, audiovisual equipment, and additional manipulative objects similar to those included in the kit.

### **COST**

The total cost of instructional materials for a class of 30 is \$270. The average, annual per-pupil cost of the regular district program is \$805. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

### **FOR FURTHER INFORMATION**

Chet Wooten  
Director of Funded Programs  
Community School District #9  
1377 Jerome Avenue  
Bronx, New York 10452

# **HOLMES SCHOOL READING AND LANGUAGE ARTS PROGRAM**

## **PITTSBURGH, PENNSYLVANIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 145 disadvantaged children in grades K-3. The students represent a variety of ethnic and bilingual groups and come from low-income families living in the inner area of a large city.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program is staffed by a coordinator, 4 teachers, and 1 paraprofessional. The teaching staff receives 2 days of inservice training during the first week of school and further training conducted by the coordinator at regular intervals during the year. In addition, 10 college students, 2 parent volunteers, and 60 students in grades 6-8 volunteer in the classroom.

### **MAJOR FEATURES**

This individualized reading program is the required reading program for all primary-level children at Holmes School. Using locally developed instruments, the students are tested biannually to determine their individual instructional needs and to place them in 1 of 5 work groups representing successive ability levels and varying degrees of teacher or self-directed activity. Groups are directed to work at 1 of 5 learning centers for 80 minutes each day. At Center A, students work on individualized reading programs where the Scholastic Reading Series and the Sullivan Reading Series are used. At Center B, students work to develop comprehension skills using SRA and teacher-prepared materials. Center C is an audio lab where students learn by listening to the Houghton Mifflin Record Series and to various tapes. At Center D, where all activities are teacher-directed, students learn word attack and word recognition skills by using Phonics We Use and Linguistic Games and Linguistic Series materials. Center E emphasizes language experience and provides opportunities for students to develop their own materials. This approach is based upon the Roach Van Allen Series and integrates all subject areas. Prior to entry into the program, students receive a 1-week orientation on the procedures and uses of each center. Subsequently, students report to their assigned areas and use a checkoff test to determine the appropriate activity and materials. Initially, activities are closely monitored by the teachers. At the end of each class, the students indicate on their checkoff list what progress was made during class. Students must complete all tasks indicated on their checkoff lists before proceeding to another level. To facilitate individual and small-group instruction, university students and parents are trained and used to staff the listening center and to tutor students on a one-to-one basis. Students in grades 6-8 are also used to provide cross-age tutoring and are called "junior faculty."

### **FACILITIES, MATERIALS, EQUIPMENT**

This program operates in a large room that is divided into 5 well-equipped learning centers. A wide variety of commercially available materials is used.

### **COST**

The total cost of instructional materials for a class of 30 is \$150. The average, annual per-pupil cost for the regular district program is \$1,182. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

James Hawes, Principal  
Holmes School  
Dawson Street  
Pittsburgh, Pennsylvania 15213

# **BASAL READING PROGRAM**

## **DALLAS, TEXAS**

### **PROGRAM SIZE AND TARGET POPULATION**

There are 850 children, grades K-3, in the program. They are predominantly white and come from families with an average annual income of between \$6,000 and \$15,000. The 2 schools that these children attend are located in a highly mobile community.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

The program is staffed by the 2 school principals who, in their role as instructional leaders, visit classrooms regularly, and by 27 teachers. During the first year of the program, the publisher of the commercial materials used provided an educational consultant who conducted preservice orientation meetings. Now, teachers conduct their own monthly inservice meetings to demonstrate successful teaching techniques.

### **MAJOR FEATURES**

The program aims to improve reading ability in the early elementary years by emphasizing the development of word analysis skills through a contextual-phonetic approach. All vowel sounds are taught first to give the child practical decoding skills and thus to develop his independence in reading very early. Comprehension skills are also taught as part of every lesson by involving children in activities that require them to draw conclusions, interpret meanings, and make inferences from written material. To teach these skills, the program uses a basal reading program called Keys to Reading, published by The Economy Company, and staff-developed language arts activities. The Keys to Reading package includes a detailed teacher's manual that prescribes daily activities; phonetic cards and charts that teach phonetic principles within simple words; worksheets, activity books, follow-up exercises that reinforce these principles; and pictorial materials that encourage the children to express themselves verbally. The language arts activities utilize teacher-prepared materials, audiovisual materials, and on-the-shelf resource materials. All of these are designed to apply and extend skills taught during the reading period by requiring children to use phonetic principles to spell, write, read, and comprehend new materials.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in regular elementary classrooms. Essential materials for a class of 30 include the Keys to Reading teacher's manual, 30 readers, 30 activity books, 1 set of phonetic cards, and 2 sets of worksheet masters.

### **COST**

The total cost of instructional materials for a class of 30 is \$591. The average, annual per-pupil cost for the regular district program is \$880. The annual per-pupil cost of this program exceeds that by about \$3.

### **FOR FURTHER INFORMATION**

Frances Middleton  
Assistant Director of Reading  
Dallas Independent School District  
3700 Ross Avenue  
Dallas, Texas 75204

## **PROJECT ALOHA**

### **SAN JOSE, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The project serves 1,826 children of varying socioeconomic levels in grades K-4 in 7 schools.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The project is staffed by a director, 2 coordinators, an evaluator, and 61 teachers.

#### **MAJOR FEATURES**

Project ALOHA is a mainland demonstration of the Hawaii English Program (HEP), a total instructional system that provides goals, materials, a management system, and inservice training to structure a highly individualized program (pacing, modalities, and sequencing). Variations within and beyond the system provide a program to meet each child's learning needs. The structure of goals and the management system, including a record-keeping system, allows the teacher to create a learning environment that gives children enough choices to develop self-direction skills. At the beginning of each class, the teacher and the children participate in a planning circle to determine the daily direction for each child. To accommodate children's different learning styles, a vast array of materials is available, including an instructional library of 258 books organized into 25 levels. The learner is able to select materials from a responsive learning environment for an individualized learning experience. All of the materials have been designed to facilitate peer tutoring as an integral part of the system, and children are given extensive training in peer-tutoring procedures. Two major rationales of the peer-tutoring component are the reinforcement of learning and the constant use of peer communication as a major concept of the learning process. During the 1½-hour reading session, a child may spend part of the time with visual "stack" cards. He can also work on the same skills with an audio card reader or tape cassettes accompanied by cards. A child may work alone, with another child, with the teacher, or with audiovisual equipment. Checks are provided within the curriculum so that the teacher can guide each child in the learning activities. The teacher also uses an evaluation circle at the end of the day to help each child develop skills in evaluating his progress. Literature and Language Systems components contribute to the use of language as an enjoyable art form and the development of the conceptualization necessary for meaningful reading achievement. Because the Hawaii English Program is a complete instructional system, replication is possible. A System Adherence Checklist, used by independent observers, measures implementation of program concepts. The 1973-74 Project ALOHA evaluation shows 91.48% positive responses on this instrument.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in a variety of physical learning environments and organizational plans in 6 school districts that constitute the Project ALOHA consortium. The program is also operating in 15 additional mainland HEP learning centers.

#### **COST**

The initial capital outlay for instructional materials and hardware for a class of 30 is \$1,950. In succeeding years, the average, annual per-pupil cost for replacement of materials and purchase of consumable supplies is about \$15.

#### **FOR FURTHER INFORMATION**

William B. Adams, Director  
Project ALOHA  
Berryessa Union School District, LEA  
935 Piedmont Road  
San Jose, California 94132



## **PROJECT UNDERSTAND**

### **ARLINGTON, MASSACHUSETTS**

#### **PROGRAM SIZE AND TARGET POPULATION**

The project serves 210 predominantly white students in grades K-4. Students come from 5 schools with heavy enrollments of children from low-income families. Regular and Title I staff use standardized test data and classroom observation to identify eligible project students.

#### **YEAR STARTED**

The program began in 1966, with major revisions in 1971.

#### **STAFF**

The program director heads a staff of 11 teachers, 3 of whom are part time, a parent program coordinator who is a social worker, and an outside evaluator. Paid, part-time parent tutors and volunteer high school aides augment the staff. A 2-week planning and brainstorming session precedes each school year program. Title I staff members also meet 2 afternoons a month for ongoing inservice training.

#### **MAJOR FEATURES**

The project aims to improve children's learning abilities and emotional growth through reading, conceptual, and language arts activities. At the beginning of each year, classroom teachers work with the Title I teacher to determine specific reading skills and specific behaviors that are keeping students from working up to their potential. A student's special abilities are also noted, for they may play key roles in bolstering the student's ego and in motivating him to read. Teachers use writing projects to introduce reading skills to children of all ages. For instance, in the kindergarten program, students use clay or glue sprinkled with glitter to make their own alphabets. They then can feel the textured alphabet letters and learn the letters' names and sounds. First-grade children can learn language arts skills by decoding stories that they dictated to more advanced Title I students. The first-graders can also learn to spell by retyping their dictated stories. Students in grades 1-4 serve as editors, reporters, and layout directors for a Title I newspaper. Nonproject classes are invited to visit their school's Title I centers in "drop-in sessions." These visits keep all students and teachers in touch with Title I activities and help ensure that there is no stigma attached to being a regular project student. The project social worker helps teachers coordinate parent involvement activities. Parents have a minimum of 2 teacher conferences per year. During past school years, almost half of Title I parents in grades 1 and 2 volunteered or participated in their child's school. Guest speakers, rap sessions, and game-making workshops have been featured at parent meetings. Project parents have opportunities to meet with the program social worker for a series of discussions around topics which affect the home and learning environment of their children.

#### **FACILITIES, MATERIALS, EQUIPMENT**

In each of the project schools, converted classrooms serve as Title I centers. Reading and language arts materials used include the SRA reading series, Durrell-Murphy Phonics Practice Program, Ginn Enrichment series, and Plays for Echo Reading (Harcourt, Brace and World). The project also uses 1 tape recorder and 1 typewriter per 25 students.

#### **COST**

The total cost of instructional materials for a class of 30 is \$210. The average, annual per-pupil cost for the regular district program is \$1,010. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

#### **FOR FURTHER INFORMATION**

Timothy Wilson  
Title I Director  
Crosby School  
Winter Street  
Arlington, Massachusetts 02174

## **READING IN RURAL APPALACHIA (R2R)**

### **WESTMINSTER, SOUTH CAROLINA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The project serves all 605 students in grades K-4 at Westminster Elementary School. Students come from low-income families (under \$6,000) in a rural town. Less than 35% of the town's adults are high school graduates.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

Project staff include a principal, a project director, a librarian, a resource teacher (part time), 23 teachers, 7 paraprofessionals, parent volunteers, and college-age tutors and student teachers. Project teachers have received extensive inservice training.

#### **MAJOR FEATURES**

Students spend about 2½ hours per day working with the Houghton Mifflin basal reading program and with selected enrichment materials. Children move through the reading program at their own speed so that they may experience success at each level. In their regular classrooms, children view filmstrips, listen to story records, and use programmed instructional materials and reading-related games. Each day, during a 30-minute period, children of different ages who are reading at the same level are grouped together for basic reading instruction. Students with special problems are referred to the school reading center for one-to-one work with college-age tutors. Students reading at all levels make use of the school library. During scheduled library periods, students become familiar with the card catalog and with various reference books. Right to Read funds have been used to keep the school library open during summer vacation. From 8:00 to 12:00 each summer morning, students are invited to the library to browse, to play records, or to watch filmstrips. At the end of the summer, those students who visited the library at least 4 times and who read at least 8 books are awarded special certificates. On skill assessment forms, project teachers expressed a desire for inservice training in such areas as diagnosis and remediation, use of new materials, and techniques for motivating students. These topics were covered at a 2-week preservice workshop, at monthly staff meetings, and at local reading conferences. In addition to participating in the above inservice activities, several teachers have also visited exemplary reading programs or attended reading classes offered at local colleges.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The Reading Center is a regular classroom renovated to serve as an office with bookshelves, a duplicating room, and booths for tutoring. Essential materials for a class of 30 include 30 basal readers, 1 Peabody Language Development Kit, 1 Autovance with accompanying filmstrips and cassettes, 8 listening stations, and 8 commercial or teacher-prepared games and puzzles. In addition, the project uses a wide variety of commercial self-instructional reading materials.

#### **COST**

The total cost of instructional materials for a class of 30 is \$180. The average, annual per-pupil cost for the regular district program is \$708. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Gordon Wiebe, Reading Coordinator  
Reading in Rural Appalachia  
Westminster Elementary School  
P. O. Box 615  
Westminster, South Carolina 29693

# MARYSVILLE READING-LEARNING CENTER

## MARYSVILLE, CALIFORNIA

### PROGRAM SIZE AND TARGET POPULATION

The Center serves almost 1,000 pupils in kindergarten through fifth grade. Enrolled in 12 area schools, the students live in sparsely populated rural communities and are from low-income families. The ethnic distribution is 4% black, 2% Asian-American, 8% Spanish-speaking or Spanish-surname, 2% American Indian, and 84% Caucasian and other.

### YEAR STARTED

The program began in 1966.

### STAFF

The full-time staff includes 14 certified teachers, a resource teacher, 2 school nurses, 2 psychometrists, 4 developmental examiners, and an evaluator, plus a half-time project director. Thirty-two teacher aides provide assistance during 60% of the program time. Parent volunteers also contribute time and talent.

### MAJOR FEATURES

The Marysville Reading-Learning Center offers a diagnostic program in which individual pupils can learn more about themselves and improve their skills in reading and mathematics. Pupils who are referred for Center services receive an individualized program of instruction in reading and mathematics for 1 hour each day, 5 days per week. Each educational plan is designed on the basis of a careful appraisal of pupils' strengths, weaknesses, and specific skill deficits. The progress of each pupil is monitored at periodic intervals, and changes in his program are made as warranted by his achievement. Grouping is flexible and arranged according to individual diagnosis and prescription. Major instructional strategies include multisensory approaches, games, and pupil-team learning. The instructional program at the Center supplements the students' regular classroom work, and Center staff members maintain open communication with classroom teachers to facilitate application of skills developed at the Center. In addition to providing tutoring services to students, the Center offers staff development to teachers and administrators in the areas of learning disabilities, remedial reading, and mathematics. During one recent year, 32 staff sessions were offered to 91 teachers not directly engaged in the Center's instructional program. The teachers who do work at the Center are assigned for a 2-year period, during which they work with students and receive special training in diagnostic-prescriptive teaching. After they leave the Center Training Program, they return to classrooms within the participating school districts.

### FACILITIES, MATERIALS, EQUIPMENT

Instructional activities are based upon diagnostic measures, reading games, children's books, tapes, records, cassettes, and worksheets for skill practice. All materials are either commercial or locally developed. The Center also has materials resource rooms, and it supports both professional and pupil library resources at each of the 12 elementary schools it serves.

### COST

The total cost of instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for the regular district program is \$813. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

### FOR FURTHER INFORMATION

Eleanor Thonis, Director  
Marysville Reading-Learning Center  
Eleventh Avenue and Powerline Road  
Olivehurst, California 95961

## **THE ECLECTIC COMPANY**

### **BROAD BROOK, CONNECTICUT**

#### **PROGRAM SIZE AND TARGET POPULATION**

All 587 students in grades K-5 at Broad Brook School participate in this program. Students are primarily white and come from middle-income families.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

Regular school staff devote the following amounts of time to the project: principal, 50%; 24 classroom teachers, 50%; reading consultant, 100%; and 2 aides, 90% and 10%. In addition, community resource people, publishing company consultants, and district guidance personnel provide support services as needed.

#### **MAJOR FEATURES**

The program emphasizes early diagnosis of student reading problems and individualized instruction to meet special student needs. Before entering kindergarten, each student takes a locally developed preschool screening test. If test results indicate that he could have trouble with certain aspects of the elementary school program, the student is referred to district guidance personnel for further diagnosis. A social worker, a psychologist, a counselor, and a learning disability specialist help isolate sensory, perceptual, affective, or cognitive factors that are holding the child back. The teacher uses this information to plan an individualized program designed to saturate the student's strongest learning modality (visual stimulation) and to reinforce learning via his weakest modality. The program features ongoing criterion-referenced testing and teacher observation of each student's progress through a skill hierarchy. When students from various classes and/or grade levels evidence similar instructional needs, skill groups are formed. Late in the spring, students in grades 4 and 5 who read 1 or more years below grade level are given an extensive interest inventory. Data from this inventory, coupled with individual diagnoses in the fall, form the basis of a "Reading that Works" program. During 2 workshop periods each week, "Reading that Works" students use reading-related materials to pursue their personal goals and interests. Students may use schematics to build radios, decipher patterns to do sewing or handwork, or make and play reading-oriented games in an atmosphere of their own creation. Relationships are the critical feature of this program. The principal acknowledges any special progress made by any student or class, and a positive attitude toward self and school is nurtured through healthy relationships and successful learning experiences.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The "Reading that Works" workshop is a former classroom now supplied with graphic, vocational, and domestic arts materials. Materials most essential for the overall program include a preschool screening test and various highly motivational commercial reading programs. Commercial or locally developed criterion-referenced pretests and posttests are also needed.

#### **COST**

The total cost of instructional materials for a class of 30 is \$390. The average annual per-pupil cost for the regular district program is \$350. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Mark E. Beauvais, Principal  
or  
Laura Zera, Reading Specialist  
Broad Brook School  
14 Rye Street  
Broad Brook, Connecticut 06016

## **ATLANTA RIGHT TO READ PROJECT**

### **ATLANTA, GEORGIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 1,200 students in grades K-5 at 3 elementary schools. Most of the students are black and live in the inner area of a large city and come from low-income families.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

A director and a program coordinator supervise the program, and the principal at each of the 3 program schools oversees program operations. The instructional staff consists of 70 classroom teachers and 3 reading teachers who give instruction in the reading centers. Each school employs 5 parent tutors who work 4 hours each day. Special resource personnel are available as needed. Each month, teachers at each grade level attend two 2-hour workshops that focus on phonics, comprehension, reading in content areas, and classroom organization.

#### **MAJOR FEATURES**

This Right to Read project provides an opportunity for diagnostic treatment, remediation, motivation, and observation of each individual student. For example, at 6-week intervals children are given several comprehensive diagnostic tests. The major purpose of these tests is to give the teachers periodic informal evaluations of pupils' strengths and weaknesses on the selected reading skills and to guide them in pinpointing the instructional needs of specific children. The general program objectives are to provide developmental and corrective reading experiences for all students in the program; to improve academic achievement; to organize reading centers providing special reading instruction for the most severely retarded students; to encourage teachers to use a variety of reading materials and teaching techniques; and to involve students, teachers, and parent tutors in a nontraditional learning environment. Inservice training is an important component and features bimonthly workshops. The use of parent tutors releases teachers for inservice training and makes individualized and small-group instruction possible. All 3 schools operate reading centers where programs were developed for the use of art and drama to integrate reading and language arts in all phases of curriculum; these are being used at all grade levels. The combination of activities and materials for introducing skills and reinforcing learning creates an atmosphere that produces students who work independently.

#### **FACILITIES, MATERIALS, EQUIPMENT**

A reading center was developed in each school. Each classroom has a paperback library and uses the following commercial materials: Phonics We Use, Barnell Loft Specific Skill books, SRA Reading Kits, and Continental Press Reading/Thinking Skills books.

#### **COST**

The total cost of instructional materials for a class of 30 is \$1,402. The average, annual per-pupil cost for the regular district program is \$640. The annual per-pupil cost of this program exceeds that by about \$72.

#### **FOR FURTHER INFORMATION**

Louise George, Coordinator  
Right to Read Project  
2930 Forrest Hill Drive, S.W.  
Atlanta, Georgia 30315



**COOPERATIVE EDUCATION PROGRAM BETWEEN  
NORTHERN ILLINOIS UNIVERSITY AND ROCKFORD PUBLIC SCHOOLS  
FOR ELEMENTARY TEACHERS IN TEACHING OF READING  
ROCKFORD, ILLINOIS**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves 326 students in grades K-5 and in 2 special education classes at the Martin Luther King Elementary School. Students are disadvantaged blacks who live in a small city and come from families with average annual incomes under \$6,000.

**YEAR STARTED**

The program began in 1970.

**STAFF**

The school principal performs the administrative functions for the program. There are 15 teachers, and 1 paraprofessional assists every teacher with 23 students or more. The support staff includes a psychologist, social workers, counselors, community workers, speech therapists, and a learning disability teacher. The Northern Illinois University College of Education provides on-site inservice training for the teachers in the form of closed courses at the graduate level and teaching demonstrations using the teachers' own classrooms and pupils.

**MAJOR FEATURES**

The program uses content-oriented materials in an instructional approach entitled Directed Reading-Thinking Activity (DRTA). The technique uses problem-solving procedures to direct children to read at a higher cognitive level than is generally expected of elementary school children. The aim of the program is to move away from a literal approach to reading to one which involves development of thinking skills. Reading skills instruction is incorporated into this technique. The kindergarten teachers use this approach at the listening level, asking the children to predict and evaluate the outcome of a story. When the children have learned to read and write, they write their own materials as well as continue to read content-oriented basal materials and library books. Diagnostic teaching techniques and multimethod approaches to reading language arts are used. Multimethod approaches include the language experience approach, a modified basal reading approach, and individualized instruction with emphasis on independent reading.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

There are no special materials or equipment needed other than basal readers and other reading materials with enough content and plot to provoke prediction and analysis by the students.

**COST**

The total cost of instructional materials for a class of 30 is \$660, nearly all of which is for paper for pupil-written stories and books. The average, annual per-pupil cost for the regular district program is \$22. The annual per-pupil cost of this program exceeds that by less than \$50.

**FOR FURTHER  
INFORMATION**

Jane L. Davidson  
Director of Reading Clinic  
College of Education  
Northern Illinois University  
DeKalb, Illinois 60115



## **WEST FRIENDSHIP ELEMENTARY READING PROGRAM**

### **"ACCEPT AND CHALLENGE"**

#### **WEST FRIENDSHIP, MARYLAND**

##### **PROGRAM SIZE AND TARGET POPULATION**

Kindergarten through fifth-grade students in a small rural town are in this program. The 609 students are mainly white and come from middle-class families.

##### **YEAR STARTED**

The program began in 1969.

##### **STAFF**

The staff consists of a principal-director, 20 classroom teachers, a reading specialist, a media specialist, a special education teacher, and 4 paraprofessionals, all full time; and 40 part-time volunteers. Inservice training includes 1-week and 2-week workshops for teachers and aides, 1-day preservice workshops for volunteers, and follow-up training. University consultants offer monthly inservice training.

##### **MAJOR FEATURES**

The strengths of children are the focus of this program, which uses teaching strategies introduced by Dr. Robert Wilson of the University of Maryland reading center. Teacher-prepared diagnostic tests and skills checklists are used to individualize reading instruction, and an effort is made to ensure daily success and challenge for each student. Learning centers are provided in all instructional areas and are arranged according to difficulty. Contract teaching is used, with each student making a contract to learn, for example, a specific number of words from a spelling list developed by the teacher and class. Based on pretests, these contracts are drawn up in individual student conferences with the teacher and are evaluated by posttests. Sustained silent reading and writing periods are scheduled daily for 10 to 15 minutes each. Students read their own reading materials and write on a topic of their choice in a diary. The language experience approach is used in kindergarten and the first two grades, with students individually dictating stories that become the basis for vocabulary and word attack exercises. Individualized reading is emphasized in the upper grades. Instructional aides and parent volunteers play an important role in the program, as do student tutors from grades 4 and 5 who work with younger students.

##### **FACILITIES, MATERIALS, EQUIPMENT**

Most classrooms have been made into double classrooms for team teaching, which also allows flexible grouping of students. Classrooms are equipped with listening centers, phonographs, filmstrip projectors, and Language Masters, plus a variety of commercial and teacher-prepared reading materials.

##### **COST**

The total cost of instructional materials for a class of 30 is \$150. The average, annual per-pupil cost for the regular district program is \$1,125. The annual per-pupil cost of this program exceeds that by less than \$50.

##### **FOR FURTHER INFORMATION**

Shirley C. Fink, Principal  
West Friendship Elementary School  
12500 Frederick Road  
West Friendship, Maryland 21794

## **VALLEY SPRINGS RIGHT TO READ**

### **VALLEY SPRINGS, ARKANSAS**

#### **PROGRAM SIZE AND TARGET POPULATION**

There are 343 children in grades K-6 in the program. They are white residents of a rural area and small town and come from low-income families, averaging less than \$6,000 per year.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The staff consists of a director-teacher, 12 classroom teachers, a media specialist, and a reading coordinator.

#### **MAJOR FEATURES**

Improving the skills and effectiveness of reading teachers is the major goal of this program. Before the program went into effect in classrooms, teachers and aides took part in a 6-week summer workshop designed to strengthen teaching techniques and improve utilization of reading materials. During each school year about 18 hours of on-site training and 6 half-day workshops are given for teachers and aides. The basal reader approach is used for instruction, and multilevel grouping enables students to progress at their own rates. The adopted basal reader is supplemented by an alternate set of readers, by language experience activities, and by audiovisual materials. Learning stations in each classroom provide materials for independent work in skill improvement, creative expression, literature appreciation, follow-up activities to teacher-directed instruction, and audio lessons. In order to prescribe instruction to meet the needs of each student, teachers use an informal reading inventory and daily evaluations. They also maintain reading records for each student.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Essential materials and equipment include basal reading programs, listening stations, tape recorders, filmstrip projectors, and record players. A reading resource center houses materials and special equipment for use both within the center and in classrooms, as requested.

#### **COST**

The total cost of instructional materials for a class of 30 is \$325. The average, annual per-pupil cost for the regular district program is \$438. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

Joe Hefley, Principal  
Valley Springs School  
P. O. Box 86  
Valley Springs, Arkansas 72682

# **READING INSTRUCTIONAL MANAGEMENT SYSTEM (RIMS)**

## **CITRUS HEIGHTS, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The project serves an unselected cross section of 793 students in grades K-6. Students live in the suburbs of a large city; most are white and are from middle-income families. Included in the program are some disadvantaged and educationally handicapped pupils.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The project is staffed by the principal who is the curriculum leader and manager, 25 teachers who work an average of 1 to 2 hours a day on the program, 1 part-time clerical paraprofessional, 1 full-time reading resource teacher, and 40 part-time parent and student volunteers who serve as instructional and clerical aides.

### **MAJOR FEATURES**

Reading Instructional Management System (RIMS) is designed to provide classroom teachers with information about the needs and progress of each student to enable teachers to diagnose reading problems and prescribe activities to correct them. The major components of the program are behavioral objectives, criterion-referenced tests, individual and group records, and a materials retrieval system. The minimal behavioral objectives were established by analyzing objectives for the major textbook series used in the classroom, rather than by creating objectives that would necessitate major retraining and inservice of the teachers involved. The objectives cover 7 major skills areas: word recognition, phonetic analysis, structural analysis, comprehension, word meaning, study skills, and literary skills. Criterion-referenced tests are provided for each objective within each level, beginning with the primer level. These tests are called entry tests rather than achievement tests. The system also uses a pupil record form (pupil profile) for tracking pupil progress. The profile consists of a summary of the child's progress within the 7 skill units and a complete listing of the objectives, by levels, for the entire program. A group record form aids the classroom teacher in planning instruction from the individual profiles of all the students in a reading group. A retrieval system codes worksheets, tapes, games, records, filmstrips, and other materials according to the objectives they teach and enables the teacher to select appropriate instructional materials for each objective. In keeping with the RIMS objective of attention to individual students, the school utilizes parent and student aides and has a staggered, early-late schedule.

### **FACILITIES, MATERIALS, EQUIPMENT**

Materials and equipment used include DISTAR I & II Reading Kits and student take-home materials for DISTAR I & II (commercial and teacher prepared). Also used in the program are diagnostic tests for RIMS, worksheets correlated to the diagnostic tests, and individual and group profiles, all of which are district or teacher prepared. Program activities take place within the regular classrooms, to which special shelving has been added.

### **COST**

The total cost of instructional materials for a class of 30 is \$275. The average, annual per-pupil cost for the regular district program is \$785. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Jack P. Schott, Principal  
Kingswood School  
5700 Primrose Drive  
Citrus Heights, California 95610

# **WELDON ELEMENTARY SCHOOL READING PROGRAM**

## **CLOVIS, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

Weldon Elementary School serves white and Spanish-speaking, middle-income families in a small city. All 485 students in grades K-6 at Weldon participate in the reading program. Of these 485 students, 180 are eligible for Title I services.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The principal and 1 full-time resource teacher direct the program's inservice sessions, assist 17 teachers with diagnostic-prescriptive procedures, and supervise a Title I tutorial program. A part-time home-school liaison helps explain the reading program to Spanish-speaking parents; 1 part-time cross-aide tutorial supervisor coordinates the services of junior high school tutors; and 1 full-time library clerk provides classroom support services.

### **MAJOR FEATURES**

At Weldon, state-mandated basal reading series are supplemented by the following 4 locally developed programs: (1) Levels Design Letter Readiness, (2) Rebus Reading, (3) Project Read, and (4) Great Studies. The Levels Design Letter Readiness Program is used to teach letter names and sounds to kindergarten children. Students in this program work with letter-matching worksheets, alphabet picture blocks, and letter games. The Rebus Reading Program is designed to prepare kindergarten children for work with preprimers. The program uses cut-and-paste sentence worksheets, self-correcting concept puzzles, and stories that use just 25 basic words and substitute pictures for more advanced vocabulary. Project Read is a decoding and comprehension skills program designed for students in grades 2-6. After taking a pretest, Project Read students are given credit for skills they have already mastered and are asked to complete at least 3 project-developed worksheets for each skill on which they scored below 89%. When students are able to pass check tests and posttests in their weak skill areas, they move on to more advanced project objectives. The Great Studies Program was developed to encourage students in grades 4-6 to diversify their reading habits. Students read and report on books in 18 different categories. In addition, study guides and word games supplement the basal reading program. Locally developed word cards, keyed to textbook vocabularies, facilitate individual student responses to group-directed questions about textbook reading assignments.

### **FACILITIES, MATERIALS, EQUIPMENT**

Many program activities take place in classroom learning centers equipped with library books, game boards, listening posts, filmstrip projectors, record players, art supplies, and cassette recorders. Essential program materials include classroom sets of locally developed Levels Design Letter Readiness, Rebus Beginning Reading, Project Read, supplementary materials, and state-mandated basal readers. The library features a new multimedia center.

### **COST**

The cost of instructional materials for a class of 30 is \$150. The average, annual per-pupil cost for the regular district program is \$783. The annual per-pupil cost of this program exceeds that by between \$400 and \$499.

### **FOR FURTHER INFORMATION**

Tom Lutton, Principal  
Weldon Elementary School  
150 De Witt  
Clovis, California 93612

# **BIRCH LANE ELEMENTARY SCHOOL MEDIA SERVICES PROGRAM**

## **DAVIS, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all 629 students in grades K-6 in 1 elementary school. The program population includes disadvantaged, bilingual, physically handicapped, and mentally retarded students as well as gifted students.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program is staffed by a part-time administrator, a full-time media librarian, a full-time primary reading specialist, a part-time intermediate reading specialist, 3 paraprofessional aides, 2 volunteers, and a part-time educational technologist.

### **MAJOR FEATURES**

The curriculum at Birch Lane School is organized around 8 themes in a "Man and his \_\_\_\_\_" format, including the following topics: environment, history, society, communication, arts, cultural heritage, occupation, and future. Classroom instruction each month is related to one of these areas, and the school's media center organizes programs around each month's topic, offering guest speakers, films, displays, and study trips. Students use the media center individually or in small groups in an informal climate. They are encouraged to go to the media center throughout the day for independent study, to complete class assignments, and for their own enjoyment. Teachers encourage the students to make their own discoveries about topics of study and to use materials in the media center to find answers to their questions. Students in special reading programs participate in media center programs designed to enlarge their vocabularies, stimulate and expand their interests, and motivate them to learn. Through the media center, gifted students participate in an accelerated and enriched independent learning program with a resource teacher.

### **FACILITIES, MATERIALS, EQUIPMENT**

The media center includes a dark room and a kitchen as well as a reading resource center. A wide variety of materials and equipment are available in the center. For teachers' use, a handbook has been developed on the use of materials and equipment in the center, as well as a list describing instructional reading materials available in the center.

### **COST**

The total cost of instructional materials for a class of 30 is \$2,400. The average, annual per-pupil cost for the regular district program is \$775. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Mary Lou Willett, Librarian  
Birch Lane Elementary School  
1600 Birch Lane  
Davis, California 95616

## **HOFFMAN READING PROGRAM**

### **EL MONTE, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

This program serves about 400 elementary (K-6) students from low-income families. Students are white and Spanish-speaking and live in a small city.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

This program is staffed by a part-time coordinator, 1 full-time teacher, and 2 full-time paraprofessionals. The entire staff is trained by Hoffman Information Systems to teach the Hoffman Reading Program.

#### **MAJOR FEATURES**

This individualized reading program utilizes multimedia instruction. It is available to all K-6 grade Title I students who score in or below the second quartile on the California Test of Basic Skills (CTBS). The CTBS also identifies the individual prescriptive needs of each student taking this inventory test. Title I students come to the reading laboratory with their classroom teacher and the other students in their class for 30 minutes a day until they reach their reading expectancy level. In the reading laboratory the supervising teacher of the lab and 2 paraprofessionals direct the reading instruction programs for Title I students. Program instruction is facilitated by television-like monitors that have attached earphones. Except for kindergarten and first-grade students who work in small groups of 6 to a monitor, all students work independently and at their own pace. Because the instructional material is sequential, the monitors automatically start each session where the student finished the previous session. The program utilizes and encourages parental involvement in the reading laboratory. Parent volunteers are trained as teacher aides and assist in one-to-one tutoring of students. Auxiliary services are available to deal directly with any problems a student might have that would tend to impede his progress. These services include medical, speech, and behavioral assistance to students, teachers, and families. The program also provides inservice training, on a needs basis, to all regular classroom teachers.

#### **FACILITIES, MATERIALS, EQUIPMENT**

This program is housed in a special building that is equipped with modified lighting, extra electrical outlets, extra chairs, and shelving. Various commercially available materials, including Hoffman projectors, earphones, albums, and booklets, are also used.

#### **COST**

The total cost of instructional materials for a class of 30 is \$2,000. The average, annual per-pupil cost for the regular district program is \$911, based on 1972-73 figures. The annual per-pupil cost for this program exceeds that by between \$400 and \$499.

#### **FOR FURTHER INFORMATION**

William Oster, Coordinator  
Hoffman Reading Program  
El Monte Elementary School District  
3540 Lexington  
El Monte, California 91731



## **PRIME READING PROGRAM**

### **FRESNO, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves more than 11,200 disadvantaged students in grades K-6 at 18 schools. The children live in an inner-city area of Fresno and come from low-income families. This description focuses on program operations at 2 schools, which serve as models for the other schools. Students at 1 school are predominantly black and, at the other, predominantly Chicano.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

For both schools, the program is staffed by 1 district coordinator, 39 teachers, 45 aides, 2 part-time material managers, 3 reading specialists, 2 home-school liaisons, and 2 clerical librarians, one of whom works part time. The district Administrator of Curriculum Services administers all curriculum within ESEA Title I.

#### **MAJOR FEATURES**

The program is individualized and objectives-based. The basic reading skills to be learned from readiness to grade 8 are defined in behavioral objectives and arranged in order of difficulty on a continuum provided for the teacher. A series of diagnostic placement tests are used to determine the level of objectives where each child will begin. The teacher then selects, from a wide variety of materials at the school resource center, those materials most appropriate for each objective and for each student's learning style. Following instruction, the student is tested on the objective and, upon mastery, he progresses to the next objective. An individual student profile indicates objectives mastered to date and the objective currently being studied. Students receive tutoring assistance from neighboring junior high school students, and a parent advisory committee plays an active role in the program. Considerable emphasis is placed on inservice training. Teachers and the coordinator and librarians receive 110 hours of inservice training per year covering basic reading skills, use of diagnostic instruments, instruction techniques based on students' learning modality, and classroom management systems. Reading specialists and aides receive a similar program of some 100 hours, and the home-school liaisons study the school program and skills in community communication for 3 hours per month.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Open space classrooms and a resource room are used. For a class of 30, the following is needed: 2 cassette players and earphones, 1 filmstrip viewer and films, 1 overhead projector, criterion-referenced diagnostic tests, worksheets, and instructional tapes, games, and charts.

#### **COST**

The total cost of instructional materials for a class of 30 is \$270. The average, annual per-pupil cost for the regular district program is \$745. The annual per-pupil cost of this program exceeds that by \$12.

#### **FOR FURTHER INFORMATION**

Glen Rathwick  
Administrator of Curriculum Services  
Fresno Unified School District  
3132 East Fairmont  
Fresno, California 93726

# **THE RAMONA ELEMENTARY SCHOOL READING PROGRAM\***

## **ONTARIO, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 600 students in grades K-6. Approximately 66% of the students are white, 26% Spanish-surname, 4% black, and 2% Indian. The students live in a small city and come mainly from low-income families.

### **YEAR STARTED**

The basic RAMONA reading program began in 1968.

### **STAFF**

The program staff includes a principal, who is the project director and assumes management and hiring functions; a reading specialist for grades K-3; a reading instructor for grades 4-6; 19 classroom teachers; a learning disabilities teacher; and 8 half-time paraprofessionals. Bilingual/bicultural classes each have a full-time bilingual aide. The support and resource personnel include a psychologist, a counselor, a school nurse, and a speech therapist.

### **MAJOR FEATURES**

RAMONA is both the name of the program school and an acronym—Reading Achievement Maximized Opens New Avenues. The components include a bilingual/bicultural program, a learning disability program, a state reading-emphasis program, and the Title I program. All are integrated into one broad reading program. The goals are to increase students' reading skills, to improve their self-concepts, and to increase their understanding and acceptance of different cultures. The program specifies reading objectives for each student and uses diagnostic-prescriptive techniques to plan instructional activities and select materials to meet these goals. Instruction takes place in a Reading Learning Center as well as in classrooms. Students in the primary grades receive reading instruction in their regular classrooms, and the reading specialist works with small groups of these students each day. Students in grades 4-6 are scheduled into the Reading Learning Center for special assistance in 40 to 45 minute blocks each day. Their time there is spent in individual work at listening carrels, mainly involving cassette tapes. Because the school has a high transiency rate (recently almost 60%), the program places special emphasis on (1) prompt analysis of each child's needs, (2) proper placement to enable the child to experience success as soon as possible, and (3) communication between teachers and home to enlist parental support and to stress the school's interest in the child.

### **FACILITIES, MATERIALS, EQUIPMENT**

This program uses the facilities of a reading center with fully equipped carrels, cassette players, and tapes. Materials, used both in the reading center and checked out to classrooms, include Wollensak teaching tapes; Scott Foresman Talking Alphabets; Scholastic books, tapes, and phonics materials; Harcourt phonics materials; Appleton-Century-Crofts skill materials; and Bowmar books and tapes. Also used are commercial and locally developed diagnostic tests, achievement tests, questionnaires, and attitude surveys.

### **COST**

The total cost of instructional materials for a class of 30 is about \$1,500. The annual per-pupil cost for the regular district program is \$777. The annual per-pupil cost of this program exceeds that by \$300 to \$399.

### **FOR FURTHER INFORMATION**

Robert Bell, Director  
Ramona Elementary School  
Reading Program  
950 West D Street  
Ontario, California 91762

\*Now the New Century Reading Learning Center

# **ANDREWS ELEMENTARY SCHOOL READING IMPROVEMENT PROGRAM**

## **REDONDO BEACH, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

This program is used school-wide for 327 children, grades K-6. Participants are primarily white, live in a small city, and are from low-income families. Included in the program are bilingual and educationally disadvantaged students. Before the program began, 60% of the primary-grade children scored in the lowest quartile on reading tests.

### **YEAR STARTED**

The program began in 1966.

### **STAFF**

The school principal spends half his time directing the reading program. In addition to 19 classroom teachers, the program staff includes 2 half-time and 4 full-time reading specialists, 5 one-third time bilingual aides, and 1 full-time media center reading specialist. All personnel receive 150 hours of inservice training per year in problems of the disadvantaged and bilingual child, classroom management, reading diagnosis and prescription, and related concerns. Support personnel are available on a variable schedule as are volunteer aides.

### **MAJOR FEATURES**

The program uses a multimedia, multimethod approach to reading instruction that is based on individual diagnosis and prescription. The district has developed the broad goals for the reading program and also the specific objectives on which each teacher should be working. An extensive diagnostic battery is available when needed, but the core of the diagnosis is an individual reading test. On the basis of the student's performance on the tests, he is grouped for some reading skills and programmed with individualized materials for other skills. Small-group activities are stressed. Activities include machine-assisted instruction; language experience activities such as puppetry and pantomime; and the use of flashcards, games, and other commercial and teacher-prepared reading materials. Children are encouraged to make personal charts, experience charts, and individual personal storybooks to build self-direction and self-esteem, and teachers try to plan activities in series that will provide success at each step. Those children most in need of special help go to a reading lab with one of the reading specialists for special reading instruction for 20 to 40 minutes daily. Intermediate-grade children get assistance in study skills and research methods from the media specialist, and a teacher and the media specialist supplement the reading program with special audiovisual materials.

### **FACILITIES, MATERIALS, EQUIPMENT**

Classrooms and the school's media center (library) are utilized for the program. Equipment and materials include several controlled readers, tachistoscopes, Language Masters, and typewriters, as well as commercial and teacher-made games.

### **COST**

The total cost of instructional materials for a class of 30 is \$270. The average, annual per-pupil cost for the regular district program is \$880. The annual per-pupil cost of this program exceeds that by \$466.

### **FOR FURTHER INFORMATION**

Kenneth E. Ostlind, Principal  
Andrews Elementary School  
1800 Artesia Boulevard  
Redondo Beach, California 90278.

**LEARNING ACHIEVEMENT THROUGH SATURATED  
EDUCATIONAL RESOURCES (LASER)  
RIVERSIDE, CALIFORNIA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves 414 students in grades K-6 at the Longfellow School. These students are black, white, and Spanish-speaking and come largely from low-income families living in a small city.

**YEAR STARTED**

The program began in 1970.

**STAFF**

The program is staffed full time by a project director/principal, 14 classroom teachers, 1 parent/intergroup specialist who conducts inservice training, and 1 reading specialist. Part-time staff include 5 bilingual aides, a community aide, a math aide, a reading aide, 5 general aides, a psychologist, and a nurse.

**MAJOR FEATURES**

All students at the Longfellow School are involved in a Title I supported program that provides instruction in reading and mathematics and a broad range of support services. The dominant feature of the program is the extensive employment of specialized instructional staff, both professional and paraprofessional. In order to increase their effectiveness with children, teachers and aides receive inservice training based on individual assessment of students' special strengths and needs. Pupils requiring special treatment for medical, psychological, or nutritional problems are identified and cared for. Teaching focuses on a diagnostic-prescriptive approach which includes pretesting, developing an individualized program of study, and maintaining a profile detailing the needs, program, and progress of each child. Children are placed in skill groups according to their learning needs. Team teaching and learning centers are also employed. Bilingual instructional support is provided for children who do not function adequately and confidently in English through 2 discrete programs: English as a second language and Bilingual Language Development. Other specialized programs include the use of DISTAR Reading for selected kindergartners and the utilization of cross-age tutors. The tutors, in grades 4-6, help specified younger children daily and receive training in tutoring and planning skills. The LASER program encourages and seeks parent participation. Parents serve on committees, attend workshops, observe in classrooms, assist teachers as aides, and help review and plan program activities. A Multicultural Component is designed to promote racial and ethnic awareness and understanding among staff, students, and community members. This is facilitated by the activities of the Human Relations Committee, the provision for multiethnic studies, and the observation of various ethnic celebrations.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

This program operates in 3 adjoining classrooms that can be opened to form 1 large room. A variety of commercial and teacher-prepared instructional and manipulative materials keyed to LASER objectives is used.

**COST**

The total cost of instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for the regular district program is \$921. The annual per-pupil cost of this program exceeds that by between \$200 and \$250.

**FOR FURTHER  
INFORMATION**

Dolores Luhrs, Principal  
Longfellow School  
3610 Eucalyptus Avenue  
Riverside, California 92507

## **THE FIRST STAGE READING PROGRAM**

### **SAN FRANCISCO, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 54 kindergarten, second-, and third-grade students in 2 elementary schools and 120 fourth- through sixth-graders at a third elementary school. It also serves as a remedial program for bilingual students at City College of San Francisco. It is designed for nonreaders, remedial readers, and for students who are learning English as a second language. Most of the participants are from low-income families who live in an inner area of San Francisco.

#### **YEAR STARTED**

The program began in 1973.

#### **STAFF**

The reading resource teacher coordinates the program in each school by providing inservice training for the instructor in the scope and sequence of the program. One part-time paraprofessional assists in the classroom.

#### **MAJOR FEATURES**

The First Stage Reading Program is a beginning reading program designed to introduce a nonreader to the major letter-sound correspondences that govern reading in English. The primary goal is to make the student an independent reader. It is linguistically based and developed on the theory that beginning reading should be introduced through simple, logical patterns of organization, going from syllables and words that reflect letter-sound correspondences to those that do not. The beginning reader is taught a reading technique based on these letter-sound generalizations, context, and structural analysis. His initial reading vocabulary is controlled so that the first words he encounters contain easily perceivable vowel-consonant patterns that correspond to specific spoken sounds. He is taught that the nucleus of the syllable is the vowel, and that the 13 vowel sounds of English are represented by 5 vowel letters and 2 semi-vowel letters, either singly or in various combinations. When he learns the major vowel-consonant patterns and the symbol generalizations introduced in the text, he will be able to describe, determine, and predict the most appropriate response to many words. The most significant rules of reading can be assimilated by the beginning reader in the amount of time required for most children to memorize the alphabet. Sensory-motor perception is sharpened through directed activities such as working with clay, tracing, and identifying so that students will be aware of shapes, relative sizes, and distinctive parts of letters and words.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program uses a regular classroom for instruction. Materials include commercial workbooks and basic syllable and word cards. Students also use plasticene clay to mold shapes and letters.

#### **COST**

The total cost of instructional materials for a class of 30 is \$100. The average, annual per-pupil cost for the regular district program varies from school to school, but it is not exceeded by this program by more than \$50.

#### **FOR FURTHER INFORMATION**

Billie Jean Knight, Teacher  
Hawthorne Elementary School  
Shotwell and 23rd Street  
San Francisco, California 94110

Thomas and Ruth Velasquez  
Program Developers  
The First Stage Reading Program  
703 Higate Drive  
Daly City, California 94015



## **AEOLIAN RIGHT TO READ**

### **WHITTIER, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves the total student population of an elementary school that is located in the suburbs of a large city. Most of the 575 students, in grades K-6, are from middle-income families, and over 75% have Spanish surnames.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The program is staffed by the school principal, 22 teachers, 24 bilingual aides, and a reading specialist who works with students from grades 1-3. Special resource people are available as needed. Inservice training for teachers includes 140 hours per year in learning theory, reading theory and methodology, and bilingual and bicultural education. Aides receive 50 hours of inservice training. The total staff is actively involved in decision-making at all levels.

#### **MAJOR FEATURES**

Major goals of the program are to improve students' reading competencies and to build their self-concepts. Reading instruction features a diagnostic-prescriptive approach and is centered on a basal reading series with auxiliary aids. A number of instructional strategies are used: literature experience, language experience, individualization through the use of contracts and learning centers, and machine-based instruction for decoding, vocabulary, and comprehension. Community involvement is stressed through a task force that assists in assessing needs, planning the program, and providing guidance. Bilingual aides from the community give inservice training to teachers in how to work with Spanish-speaking children, and, as classroom workers, they serve as models for the children and assist with instruction. Aides and parents also help make classroom games and materials for learning centers. To foster positive attitudes toward books, aides and teachers have written books about the school's children that were published, with photographs, and used as library books. In addition, book fairs are held during the year at which children autograph and sell their own books. Special days with events involving all children in reading activities are scheduled throughout the year.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Self-contained classrooms and a reading room are used for the program. Classroom materials and equipment include Holt, Rinehart and Winston readers, plus commercial and teacher-, parent-, and aide-prepared materials for learning centers, Language Masters, and filmstrip projectors.

#### **COST**

The total cost of instructional materials for a class of 30 is \$750. The average, annual per-pupil cost for the regular district program is \$900. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Maurice Talley, Principal  
Aeolian Elementary School  
11600 Aeolian Street  
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**THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT**  
**JEFFERSON COUNTY, COLORADO**  
**MILWAUKEE, WISCONSIN**

**PROGRAM SIZE AND  
TARGET POPULATION**

In Jefferson County, the program serves the district's total population of students in grades K-6. In Milwaukee, elementary school students in 5 inner-city schools are served.

**YEAR STARTED**

The program began in 1969 in Jefferson County and in 1970 in Milwaukee.

**STAFF**

In both locations, the program is carried out by classroom teachers and aides. In Jefferson County, aides assist classroom teachers for 2 hours a day; in Milwaukee, 1 aide is assigned to each school, and each school also has a full-time reading resource teacher. Three administrators devote time to the Jefferson County program, and a coordinator directs the program in Milwaukee.

**MAJOR FEATURES**

The Wisconsin Design is an instructional system which includes behavioral objectives for reading skills, suggested teaching strategies, skill tests, and record-keeping devices. The design includes 6 elements—word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading—but materials for the first 3 elements are more specific and directive than those for the others. Record-keeping devices in this program are profile cards which list skills to be mastered. After a student is tested to determine which skills he has mastered, appropriate holes along the side of the card are notched open. This system enables teachers to combine the cards for a large group of children and, by using a spindle, sort out cards to identify children who need work on the same skill. Teacher resource files provided in the program list commercial materials that can be used to teach each skill, and district teachers add to these files references to locally used materials. The program includes teacher's guides that discuss instructional methods, grouping, and appropriate methods for assessing student progress. In Jefferson County, the school district has supplemented these materials with locally developed teacher training materials designed to help district teachers become familiar with the Wisconsin Design. They include discussions of how responsibilities can be divided among teachers, what responsibilities should be assigned to aides, and how to schedule reading skill groups. To enhance the success of the program, the district has established a district reading office and has trained identified teachers at each school to provide reading leadership at their schools. In Milwaukee, leadership is provided by each school's reading resource teacher.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Materials used in the program include Wisconsin Design tests, pupil record cards, resource files, and teacher planning guides. In Jefferson County, the district's Elementary Reading Guide is also used.

**COST**

The initial cost of instructional materials for a class of 30 is \$135 in Jefferson County and \$40 in Milwaukee. The maintenance cost for a class is \$67.50 in Jefferson County and \$7.50 in Milwaukee.

**FOR FURTHER  
INFORMATION**

George Jurata, Jr.  
Coordinator of Reading  
Jefferson County Public Schools  
1209 Quail Street  
Lakewood, Colorado 80215

Doris Cummins  
Reading Instructional Resource Specialist  
Milwaukee Public Schools  
P. O. Drawer 10K  
Milwaukee, Wisconsin 53201

# **MCKINLEY SCHOOL RIGHT TO READ PROJECT**

## **PARSONS, KANSAS**

### **PROGRAM SIZE AND TARGET POPULATION**

This project involves all 200 black and white pupils grades K-6, in this small-city school. The children are from families whose average income is below \$6,000.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

The school principal is the project director. In addition to the regular staff of 10 teachers, there is a reading teacher, a librarian, 3 full-time aides, and visiting consultants in reading. Parent volunteer tutors are formally trained to give assistance.

### **MAJOR FEATURES**

The program has several major components. One is "Reading Is Fun for Everyone," a free-reading period held for 20 minutes each day. Both students and staff members read books of their choice during this time. A library program is an important component and features book discussions, supervised reference reading, stimulation of recreational reading, and extension of reading interests. A vital component is reading instruction, which combines 3 programs into 1 in order to provide for the needs of each student. First, the Wisconsin Design for Reading Skill Development is used to accomplish diagnostic-prescriptive techniques. All students participate in 25 minutes of daily word attack, study, and comprehension skill instruction based on this design. Small groups of students with the same skill deficits are instructed by a teacher, aide, or tutor. Second, basic reading is included for 1 hour each day at the primary level and for 2 to 3 periods each week at the intermediate level. Third, individualized reading is offered for 1 hour each day and includes a wide variety of materials. Each teacher maintains a large chart in the classroom listing various reading activities. The student selects his reading activities from the chart but the teacher may, in conference, assign other activities to give the student a broader experience. Activities are color coded, and each student maintains a record of his accomplishments on graph paper charts which are posted in the classroom. A student may choose and read new books, discuss books with a teaching adult, or work on a special language arts project. When the student has completed 10 activities, his teacher gives him formal recognition, generally advancement on a class chart, and the librarian gives him a certificate of achievement and a free paperback. Parents and other community volunteers tutor students on a one-to-one basis 3 times a week and maintain student records. The McKinley School program emphasizes staff and parent development. Monthly inservice meetings for teachers are coordinated with evening meetings for parents at which some of the same speakers and consultants are used. Parent teas are held weekly to discuss issues in the reading program.

### **FACILITIES, MATERIALS, EQUIPMENT**

Special reading instruction is given in a reading lab; classrooms are used for program instruction. Essential classroom items include Wisconsin Design materials and commercial individualized reading programs.

### **COST**

The total cost of instructional materials for a class of 30 is \$445. The average, annual per-pupil cost for the regular district program is \$720. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

### **FOR FURTHER INFORMATION**

Margaret Newbanks, Principal  
McKinley School  
310 South 25th Street  
Parsons, Kansas 67357

# **A COMPETENCY BASED SYSTEMS APPROACH TO INDIVIDUALIZED READING**

## **BALTIMORE, MARYLAND**

### **PROGRAM SIZE AND TARGET POPULATION**

Involved in the program are 576 elementary pupils, grades K-6, at Pine Grove School. The program includes an unselected cross-section of students with 1 class of educable mentally retarded pupils.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The project staff includes a principal who serves as director and has overall instructional and inservice training responsibility; the vice-principal who is the assistant director; 21 teachers (6 of whom serve in differentiated instructional staff positions, e.g., Math Lab Coordinator, Communications Skill Lab Specialists); 2 paraprofessionals who work full time; and 8 support teachers (e.g., speech, art) whose portion of time on the project varies. Community volunteers also work part time on the project and must serve an internship before working at school.

### **MAJOR FEATURES**

A Competency Based Systems Approach to Individualized Reading is a program which incorporates Individualized Learning Plans (ILP). The ILP components are objectives contained in the Learning Loop theory, which offers an accountable management process designed to develop new academic skills and/or to improve old ones either sequentially or serially. Each plan is a cycle which includes 5 processes: diagnosis—finding out what is wrong; prescription—deciding what to do about it; contract—the commitment of the learner to perform the prescribed treatment (a road map for the learner to follow); treatment—the actual instructional strategies; and assessment—determining if the treatment worked. Teachers guide each student through personalized diagnosis, prescription, and individualized learning assessment according to the student's daily needs. Parent volunteers, paraprofessionals, student teachers, intern teachers, and peer tutors provide support during the treatment phase of the Learning Loop. The teacher makes instructional decisions on the basis of diagnostic information provided and her own observation of the child. She also considers the objectives, the materials and techniques available, and the possible instructional settings, and she offers the options to the student.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program utilizes individualized reading system programs which are both commercial and teacher-prepared, along with diagnostic, assessment, and evaluation materials. Audiovisual hardware and software are also used to accompany instructional materials.

### **COST**

The total cost of instructional materials for a class of 30 is \$900. The average, annual per-pupil cost for the regular district program is \$1,138. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Helen R. Powell, Principal  
Pine Grove Elementary School  
2701 Summit Avenue  
Baltimore, Maryland 21234

## **ESEA TITLE III—LEADERS PROGRAM**

### **FARMINGTON HILLS, MICHIGAN**

#### **PROGRAM SIZE AND TARGET POPULATION**

About 1,780 students from grades K-6 receive instruction in this district-wide program. From middle-income families in the suburbs of a large city, this student group is predominantly white and includes mentally retarded, bilingual, and disadvantaged students.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

Principals in each program school provide curricular leadership and participate in inservice training. A coordinator, working half-time on the program, acts as facilitator, and 75 classroom teachers implement it. Summer preservice training of 2 to 4 weeks is given to teachers and stresses diagnostic reading skills, teaching techniques, and open classroom learning strategies.

#### **MAJOR FEATURES**

LEADERS is an acronym for Learning Environment And Desire Enhance Reading Skills, and features an open classroom approach and a curriculum based on the Wisconsin Design for reading. A sequential reading skill development program, LEADERS focuses on 6 areas: word attack skills, comprehension, study skills, self-directed reading, interpretive skills, and creative skills. Classrooms, organized into learning centers, are student centered and activity oriented. Criterion-referenced tests are administered to assess students' reading skill needs, with scores used to place students in cross-age groups for instruction in deficit areas. Groups are flexible and include from 5 to 9 students. A skill hour is scheduled each day, and for each student typically includes a small-group instruction segment, a reinforcement segment, an assigned learning center activity, and a free-choice learning center activity. Activities are designed to increase students' self-motivation and self-direction and to personalize instruction. Students generally spend about 3 weeks in small-group and individual instruction in one skill area, then are retested individually to determine if mastery of the skill has been achieved. A score of 80% or better permits the student to progress to a new skill area; a lower score indicates the need for further work on the skill.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Learning centers are equipped with a variety of materials indexed according to reading skills. Of special importance are paper-and-pencil reinforcement exercises and teacher-prepared games and skill stories. Audio instruction is widely used, and each classroom has listening posts and cassette recorders.

#### **COST**

The total cost of instructional materials for a class of 30 is \$1,410, which is included in the average, annual per-pupil cost of the district's regular program.

#### **FOR FURTHER INFORMATION**

Patricia J. Vickery  
Director of Curriculum  
Clarenceville School District  
28830 West Eight Mile Road  
Farmington Hills, Michigan 48024

# **PHONOVISUAL-PEER INSTRUCTION PROGRAM\***

## **RIVER ROUGE, MICHIGAN**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 500 pupils in grades K-6 who are eligible for Title I services. About 50% are black and 50% are white. Pupil selection is based on low reading capability as determined by test scores, pupil performance, or teacher judgment.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

Two coordinators manage the project, and 25 classroom teachers carry out the instructional program. Inservice training is provided for teachers each summer. During the school year, program coordinators make weekly observations of each teacher in order to acknowledge successful operation and to provide technical assistance as problems arise.

### **MAJOR FEATURES**

The program's content and instructional system were developed by the project coordinators using a commercially available phonics program. They divided the content into 25 modules that described terminal behaviors. A series of tasks for each module was prepared. For each task a set of pupil performance objectives was generated. These objectives describe the step-by-step procedure the learner is to follow in acquiring specified reading skills. From the objectives, Quality Control Check Tests were developed so that everything taught is tested. The program is carried out by the regular classroom teacher, who ensures that 30 minutes per day is devoted to the program. The instructional system consists of 6 steps. First, the student observes the tasks of a module being performed by the teacher or a peer instructor to familiarize himself with what he is to learn to do. Second, the student is taught the skills comprising the module. Next, he performs the skills himself. Because instruction is one to one, the student receives immediate feedback on his performance at each step. When he feels he can successfully perform the skills, he takes his Quality Control Check Test, which is always given by the teacher. If he fails to achieve mastery, which is set at 100%, he is recycled through the particular task. When he achieves mastery of all tasks of the module, he goes on to become a peer instructor for the next student entering the sequence. After he has successfully taught his student the skills, the peer instructor has a segment of uncommitted time that he may use for enrichment activities or for acting as a substitute peer instructor. He then undertakes the next module in the sequence as a student. So that the teacher can keep track of her students, each student has an individual file folder that contains his completed work and up-to-date progress charts.

### **FACILITIES, MATERIALS, EQUIPMENT**

No special facilities or equipment are required by the program. A few materials were purchased from Phonovisual Products, Incorporated, to support the program. All other materials, teacher's manual, objectives, instructional materials, tests, and memory aids were developed by the project coordinators.

### **COST**

Printing costs for materials used in the program were approximately \$111 for a class of 30, of which \$40 is consumable each year. The average, annual per-pupil cost for the program is \$3.70. This cost is included in the average, annual per-pupil cost for the regular district program of about \$1,600.

### **FOR FURTHER INFORMATION**

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1411 Coolidge Highway  
River Rouge, Michigan 48218

\*Now A Phonics-Peer Instruction Program



## **TITLE I READING PROGRAM**

### **ROSEVILLE, MICHIGAN**

#### **PROGRAM SIZE AND TARGET POPULATION**

In grades K-6, there are almost 600 children receiving remedial reading instruction at 8 schools receiving Title I funds. Mostly low-income whites, they live in the suburbs of a large city.

#### **YEAR STARTED**

The program began in 1966.

#### **STAFF**

To serve the needs of these children, the following staff is required: a director, 3 to 5 reading teachers, 3 to 5 counselors, and an educational auditor, who is responsible for managing student data and for ensuring that the curriculum is meeting the stated program objectives. Since most of the teachers have been with the program for several years, no regularly scheduled inservice training sessions are held for the entire staff. Each Friday, however, a reading teacher and a counselor meet and coordinate the activities for all the schools. New teachers receive on-the-job training in the reading rooms.

#### **MAJOR FEATURES**

Pretests are administered to all students in the 8 elementary schools, and the children who score the lowest are identified as needing remedial reading instruction. The school principal and classroom teachers make the final decision about which children will be in the program. Children work in special reading rooms and concentrate on those particular reading skills that require remediation. Small groups of students in grades K-6 receive conventional remedial instruction plus lessons based on the language experience approach. Instruction is given for about 1½ hours per week for a semester. Older students may opt to attend the reading classes for about 2 hours per week. These classes are larger than those for younger students and feature programmed instruction. The reading teacher, knowing each child and his reading weaknesses, is able to select those materials that will be most effective in teaching him to read and in holding his interest. The reading teacher also works closely with the regular classroom teacher to make certain the child is being reinforced in the classroom for the work he is accomplishing in the reading center. Parent involvement is high in this program. A parent advisory board, consisting of 11 parents (3 elected executive members and a representative from each school), meets monthly to consider the program's development and to suggest possible changes. Building principals and the director of the program generally attend, and often representatives from the Intermediate School District and the State Department of Education are invited.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Each school maintains a reading room. Among the commercial and teacher-made materials utilized are phonetic analysis materials, comprehension skills programs, standardized tests, needs assessment forms, and data evaluation forms. Audio-visual equipment—listening posts, tape recorders, Language Masters, and Study Mates—is also used.

#### **COST**

The total cost of instructional materials for a class of 30 is \$252. The average, annual per-pupil cost for the regular district program is \$965. The annual per-pupil cost of this program exceeds that by between \$400 and \$499.

#### **FOR FURTHER INFORMATION**

Sylvan Thomas  
Director of Special Projects  
Roseville Community Schools  
18175 Eleven Mile Road  
Roseville, Michigan 48066



# **MINNEAPOLIS PUBLIC SCHOOLS TITLE I READING PROGRAM**

## **MINNEAPOLIS, MINNESOTA**

### **PROGRAM SIZE AND TARGET POPULATION**

The reading program serves about 8,900 educationally disadvantaged children in grades K-6. The program involves all 700 classroom teachers and most of the 700 paraprofessionals in 31 Title I elementary schools. The schools are located in low-income areas of a large city.

### **YEAR STARTED**

The program began in 1968.

### **STAFF**

The program is staffed by a Reading Task Force, which consists of 3 coordinators and 22 resource teachers. Members of the Reading Task Force train classroom teachers and write materials. Materials are produced at the Instructional Materials Center, which is staffed by a project manager, 2 resource teachers, and 12 clerical and production personnel.

### **MAJOR FEATURES**

The major objective of this program is to improve the reading skills of educationally disadvantaged children. To accomplish this, the program focuses on 3 areas: (1) comprehensive reading instruction, (2) extensive inservice training for teachers, aides, and other staff members, and (3) the development and production of supplementary instructional materials. Reading instruction usually takes place in regular classrooms. It involves a multisensory teaching approach and features initial and continuous diagnosis of students' critical reading needs. One basal reading series, published by the American Book Company, is used for all students in all Title I schools so that students are not so likely to lose ground if their families move within the city. These books are supplemented by a wide range of materials developed locally for use with educationally disadvantaged children. Before teachers may acquire supplementary materials for use in their classrooms with the students who are eligible for Title I services, they must attend a 20-hour course that includes instruction in specific reading techniques and the development and use of supplementary reading materials. Teacher aides also receive extensive training. The Reading Task Force provides additional inservice training, demonstrates teaching techniques, prepares materials, and offers individual assistance to teachers. The development of materials is a significant part of the Minneapolis program. The Title I Instructional Materials Center (IMC) produces and distributes materials for reading instruction. Emphasis is placed on materials that will involve students auditorially, visually, and kinesthetically in the learning process. The IMC catalog includes more than 1,500 originally produced items including educational games, vocabulary cards, color-coded alphabet cards, phrase cards, supplementary stories, diagnostic materials, tests, and materials for parents. A library of cassette tapes also is available.

### **FACILITIES, MATERIALS, EQUIPMENT**

Some schools have reading resource rooms or labs, and others have media centers. The Instructional Materials Center is a centrally located facility equipped with 4 offset presses, automatic platemaking equipment, binding machines, laminators, and an automatic paper cutter and puncher.

### **COST**

The total cost of instructional materials for an elementary classroom varies, depending on the needs of individual children and the number of children in the classroom that are eligible for Title I assistance. The average, annual per-pupil cost for the regular district program is \$1,299. The annual per-pupil cost of this program exceeds that by about \$52.

### **FOR FURTHER INFORMATION**

Mitchell Trockman, Project Manager  
Instructional Materials Center  
1006 West Lake Street  
Minneapolis, Minnesota 55408

# **EDUCATIONALLY PRESCRIBED INDIVIDUALIZED CURRICULA (EPIC)**

## **BALDWIN, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

EPIC is used with all children in grades K-6 at 1 elementary school (Plaza School) and serves 630 children. The children represent an unselected cross-section of middle-income whites. Five other schools use EPIC at various elementary grade levels. Eventually EPIC will be used in all 10 Baldwin elementary schools.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

At Plaza School, the staff involved in the program are the building principal, a teacher-training assistant, 24 teachers, 2 teaching assistants, and a team of specialists including 2 reading teachers, a language-speech-hearing teacher, and a psychologist. High school student aides, student teachers, and 40 to 50 parents volunteer. The year before EPIC is implemented in a school, half the teachers from the receiving school learn how to use the program by teaching a class at Plaza School, which is the EPIC training center. The principal, teacher-training assistant, and permanent staff at Plaza supervise the training. After a year, these teachers return to their home school and train the remaining staff, who also attend a 5-week training program in the summer.

### **MAJOR FEATURES**

EPIC is an individualized, continuous progress program that accommodates the rate of learning, the mode of learning, and particular interests of each child. Several manuals have been compiled to enable classroom teachers involved in the program to diagnose problems and accurately prescribe individualized reading programs that fulfill the objectives of the program. These manuals include a materials inventory, a management system, and sequentially organized curriculum guides. For about 45 minutes a day, children in primary grades (K-3) work in the classroom and in the Primary Resource Learning Center on individual educational prescriptions. Prescriptions are prepared by the classroom teachers and support and extend regular reading instruction. "Off prescription" activities—reading in the library corner, listening to a story, or watching a film, to name a few—are offered to children who finish a prescription before the period is over. In the intermediate grades, EPIC is the total language arts curriculum. Weekly contracts are prepared for the older children, who work about an hour each day on prescribed activities with the classroom teacher and a reading specialist in the Intermediate Language Lab Library.

### **FACILITIES, MATERIALS, EQUIPMENT**

The Primary Learning Resource Center, a gymnasium-size room that extends from the classroom, and the Intermediate Language Lab Library, a smaller room, are both equipped with listening stations, carrels, library books, multimedia equipment, programmed readers, and appropriate management and curricula manuals and materials.

### **COST**

The initial cost of setting up a classroom for 30 children is \$240. The district maintenance cost for instructional materials for a class of 30 is about \$750. The average, annual per-pupil operating expense for the regular district program is \$1,753. The annual per-pupil cost of this program is the same as the regular program after the initial one-time investment in equipment and materials is made.

### **FOR FURTHER INFORMATION**

Ann R. Edson, Principal  
Plaza School  
West Seaman Avenue  
Baldwin, New York 11510

# **MAMARONECK RIGHT TO READ TUTORIAL PROGRAM**

## **MAMARONECK, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

There are about 300 students in grades K-6 in this program. The majority of them are white, middle-class children who live in the suburbs of a large city.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The assistant superintendent of schools coordinates all program activities, and the director of program evaluation and research evaluates test results. All 120 teachers from the 4 participating schools teach in the tutorial program. Four reading consultants, 1 at each school, screen children for the program, diagnose their particular problems, and provide continuous inservice training for teachers during consultations. Before the program began, all teachers attended intensive training sessions that emphasized how to teach reading skills and how to make educational games.

### **MAJOR FEATURES**

This program is the result of a contract between the Board of Education and the Mamaroneck Teachers Association that mandated 110 minutes a week, in addition to the regular schedule, to be spent on reading instruction in the elementary schools. Three or 4 children from each class, who are identified by test results and/or evaluation by a teacher or a reading consultant as those most in need of remedial reading instruction, are selected for tutoring. Teachers have the option of meeting with this small group before or after school, and of instructing their own students or those from another class. For each child a diagnosis is made and specific long- and short-term goals are established, all of which assist the teacher and reading consultant in preparing an individualized study plan. Substitute teachers are also available to relieve the regular teacher if she needs to meet with the reading consultant during the school day to discuss a particular problem. During 1974-75, the program is being expanded to include remediation in mathematics as well as reading.

### **FACILITIES, MATERIALS, EQUIPMENT**

Tutoring takes place in the teacher's classroom. Each school maintains a cooperatively run resource room that houses all the materials, which include reading series, kits, audiovisual equipment, books, maps, math games, and manipulative material. Games made by teachers are kept in individual classrooms or in resource rooms.

### **COST**

The total cost of instructional materials for a class of 30 is \$250. The average, annual per-pupil cost for the regular district program is about \$2,200. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Margery R. Bernstein  
Director of Program Evaluation and Research  
Mamaroneck Union Free School District  
740 West Boston Post Road  
Mamaroneck, New York 10543

## **THE EXTENDED NON-GRADED READING PROGRAM**

### **OWEGO, NEW YORK**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 720 predominantly white students in grades K-6. Disadvantaged and physically handicapped students are included. The program site is in a small rural town in which families are mobile and average annual incomes are low (less than \$6,000).

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

The school principal spends about one-third of his time directing this program. Classroom teachers implement the program with the assistance of a special reading teacher and 7 aides. Almost 50 senior high school students act as tutors, and parent volunteers are also utilized. Inservice training consists of after-school sessions for teachers of about 40 hours per year and in-school planning and evaluation periods each day.

#### **MAJOR FEATURES**

Needs-based instruction is the focus of this program. The reading curriculum is organized into an ordered number of levels, and the schedule is arranged to provide for a 2-hour period of instruction in reading and special areas (art, music, instructional media, physical education). Approximately 50 minutes of this time is devoted to small-group reading instruction. On the basis of continuous informal diagnosis and evaluation, teachers place each student on the level that suits his needs; grade levels are not used. The student is given a prescription card for reading activities and is allowed to proceed at his own pace. A 30-minute period is provided daily for teachers to meet and evaluate student progress, plan teaching strategies, and discuss utilization of materials.

#### **FACILITIES, MATERIALS, EQUIPMENT**

In the classroom a number of basal reading materials are used. The instructional media center (library) is of particular importance. Equipped with a multimedia center and a primary learning center, it is open for student use all through the school day.

#### **COST**

The total cost of instructional materials for a class of 30 is \$279. The average, annual per-pupil cost for the regular district program is \$1,400. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Francis P. Orlando, Principal  
Owego North Elementary School  
George Street  
Owego, New York 13827

Ruth Mead  
Reading Teacher  
Owego North Elementary School  
George St.  
Owego, New York 13827

## **SINCLAIRVILLE RIGHT TO READ SILO**

### **SINCLAIRVILLE, NEW YORK**

#### **PROGRAM SIZE AND TARGET POPULATION**

The project operates in 1 elementary school, which serves 500 predominantly white children in grades K-6. The students live in a rural area and are from low-income families.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The staff for the program includes a principal, 20 teachers, and 4 full-time aides. Approximately 50 parent and community volunteers and a large number of high school and elementary tutors provide assistance in meeting each student's needs.

#### **MAJOR FEATURES**

The goals of this program are to improve children's reading ability, to provide each child with an individually tailored instructional prescription based on his diagnosed needs, and to involve the community in a democratic process of planning and helping. Teachers use an 80-page guide to available diagnostic instruments and prescriptive materials that summarizes the potential resources of the program and outlines the means to reach the defined objectives. Classroom organization varies and includes structured, self-contained rooms and informal, open ones. Children are assigned to classrooms that suit their individual needs. Using a variety of diagnostic instruments, teachers ascertain the reading needs of each student and prepare a prescription of instructional activities designed to meet these needs. All available commercial and locally developed instructional materials have been keyed to the specific skill areas and are organized for easy reference in the SILO (Sinclairville Individualized Learning Organizer). The prescription may be for only 1 student and require individual work; if several students have similar needs, the prescription may call for small-group work. Reading activities vary. For example, children may read stories to one another or do research to act out some real-world situation. They may gather all the objects they can find that start with the letters *tr*, work with flashcards (with each other, a volunteer, or the teacher), use wireless headsets and videotape cameras, or work with commercial reading kits. Many of the materials used are self-correcting so that students can work individually. In many classrooms, contracts are used. An effort to build the child's self-concept and strengthen his self-confidence accompanies the instruction through frequent reinforcement and planned success experiences. Reading is emphasized throughout the school day and is related to psychomotor activities through physical education, music, speech, and health.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in the regular elementary school. Prescriptive materials include several basal reading series, reading labs, flashcards, records, wireless headsets, educational television, peg board screens, and locally prepared materials.

#### **COST**

The total cost of instructional materials for a class of 30 is \$60. The average, annual per-pupil cost for the regular school program is \$1,080. The annual per-pupil cost of this program exceeds that by between \$10 and \$50.

#### **FOR FURTHER INFORMATION**

Lawrence M. Griffin, Principal  
Sinclairville Elementary School  
Sinclairville, New York 14782

John E. Connelly  
Right to Read Coordinator  
State University of  
New York at Fredonia  
Fredonia, New York 14063



# **DIAGNOSTIC PRESCRIPTIVE INDIVIDUALIZED READING PROGRAM**

## **SMITHTOWN, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all 500 pupils in grades K-6 at the Head of the River Elementary School. The pupils are white, live in a suburban area, and come from families with average annual incomes of between \$8,000 and \$18,000.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

Staff include the principal, 1 teacher per 30 pupils, a reading specialist, a librarian, a Learning Center aide, a psychologist, and a social worker. Parent volunteers also assist in the kindergarten classes, in the library, and in the Learning Center.

### **MAJOR FEATURES**

The goal of the program is to develop each child's ability to function independently in reading by identifying and prescribing for individual student needs. Techniques and approaches used to facilitate individual instruction include an organic approach to beginning reading, multiage primary classes, individualized student conferences, prescriptive outcomes for diagnosed problems, self-paced and selected materials, and immediate remediation for diagnosed problems. The kindergarten instruction stresses development of motor coordination and organic reading (vocabulary from student's experience). In grades 1-6, a reading specialist is available to instruct students individually or in small, interage groups in the reading room and can work with up to 30 students per day. A wide variety of books and commercial or teacher-constructed developmental reading skill games is used. Instruction focuses on individual reading problems, with emphasis on psychological, sociological, and academic considerations. Teachers prescribe instruction for pupils using the reading center and time spent there depends on need. The Learning Center, another facility, was created especially to help emotionally disturbed students by providing them the services of a psychologist in addition to the reading specialist. However, the classroom teachers may prescribe Learning Center activities for any student, and students not assigned to it are free to use it at any time. The Learning Center makes heavy use of audiovisual equipment and cassette tapes. Ungraded Open Periods are also available to students in grades 4-6 in various aspects of literature and drama. Individual programs are devised by the students and records are kept of the books they read. There is also an Open Library that students may visit with teacher approval. The library contains a listening center, audiovisual equipment, carrels, large tables, and comfortable chairs.

### **FACILITIES, MATERIALS, EQUIPMENT**

Separate rooms are used for the Learning Center, the reading room, and the library. A wide range of equipment is used, such as audiovisual equipment, teaching machines and sound viewer, typewriters, and a variety of manipulative instructional materials.

### **COST**

The total cost of instructional materials for a class of 30 is \$175. The average, annual per-pupil cost for the regular district program is \$1,800. The annual per-pupil cost for this program exceeds that of the regular program by less than \$50.

### **FOR FURTHER INFORMATION**

Gerald Klafter, Principal  
Head of the River Elementary School  
Smithtown, New York 11787



# INDIVIDUALIZED READING WITHIN OPEN EDUCATION

## STATE COLLEGE, PENNSYLVANIA

### PROGRAM SIZE AND TARGET POPULATION

The program serves all 1,000 children from 3 schools located in a university community. Many of the students come from rural areas. The average, annual family income is between \$6,000 and \$15,000.

### YEAR STARTED

The program began in 1969.

### STAFF

The total staff of the 3 schools—2 administrators, 32 teachers, 23 aides, and 3 part-time reading consultants—is involved in the program. Before the program was initiated, participating staff members attended preservice training meetings and learned how to teach with an integrated curriculum and how to individualize instruction. Since that time, teachers and paraprofessionals have attended ongoing inservice training sessions.

### MAJOR FEATURES

The traditional curriculum disciplines in these 3 schools have been integrated into a topic-centered curriculum so that the language arts, math, science, art, music, and social studies aspects of a topic ("prehistoric life," for instance) would constitute a month's curriculum. Within the language arts activities, several kinds of strategies are used consistently. Every morning, the teachers provide each instructional group with a "morning" letter, an epistle from which the nucleus of each student's word study is drawn. The students have a time each day for "sustained silent reading" of self-selected books in order to develop comprehensive skills, to learn to concentrate, and to enjoy reading. Classrooms have large collections of library books which become the texts for the current topic. Creative writing about the topic is emphasized as a natural spin-off from the integrated curriculum approach. Multidisciplinary learning centers are a major aspect of each study unit and are planned by both teachers and students. The students explore the reference materials to find extensions beyond the nucleus of the teacher-made curriculum units. Activities are fitted to the level of maturity and the ability of each student so that he or she can sustain successful progress in the various language arts skills. A major evaluation of each student's competencies is done several times during the year, following an initial informal diagnosis by a teacher and, in some cases, a reading consultant. The schools are nominally ungraded, but the organizational compartments that substitute for grades K-6 are junior primary, primary, intermediate, and upper intermediate.

### FACILITIES, MATERIALS, EQUIPMENT

To enhance nongraded, individualized instruction and to facilitate the creation of learning centers, open classrooms were made in the schools by cutting doors between the self-contained rooms. When planning and teaching each topical unit, teachers draw from an extensive list of curriculum topics and suggested instructional strategies. These materials are written and refined by local district personnel. In addition, the schools have about 200 trade books per 30 students, which provide source material for each topic studied.

### COST

The total cost of instructional materials for a class of 30 is about \$600. The average, annual per-pupil cost for the regular district program is \$950. The annual per-pupil cost of this program exceeds that by less than \$50.

### FOR FURTHER INFORMATION

Christopher R. Mare  
Coordinator of Reading  
State College Area School District  
234 Easterly Parkway  
State College, Pennsylvania 16801

# **POUDRE R-1 TITLE I ESEA READING SERVICES PROGRAM**

## **FORT COLLINS, COLORADO**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 478 students, grades K-6, in 9 elementary schools, and 85 seventh-graders in 1 junior high school. Students are predominantly white or Spanish-speaking and come from middle-income families in a small city. Standardized test scores and teacher observation are used to select students for the Reading Services Program.

### **YEAR STARTED**

The program began in 1966.

### **STAFF**

Title I staff includes 1 part-time supervisor, 1 part-time intern, the equivalent of 6 part-time aides, 1 full-time reading specialist, and 1 part-time reading specialist. The reading specialists have either a master's degree or graduate-level work with emphasis in reading. A parent advisory council helps to determine and evaluate program activities.

### **MAJOR FEATURES**

Reading specialists are placed in each target school to provide small-group or individualized instruction for students who have special reading problems and to keep classroom teachers informed of promising reading instructional techniques. Students in grades K-3 who are having difficulty in the regular reading program spend 30 minutes each day with a Title I reading specialist. The nature of the student's problems and the work load of the individual specialist determine whether the student is seen alone or as part of a group. The emphasis of the program is at grades K-3 with help given to intermediate students as time is available. Language development is stressed at all levels but particularly in the kindergarten language readiness program. For these remedial sessions, specialists in several schools have keyed their reading materials to the Wisconsin Design objectives. Seventh-graders reading 2 or more years below grade level attend a junior high school reading laboratory. Here they use programmed commercial materials, speed readers, shadowscopes, and tape recorders to upgrade their phonics, sight word recognition, and comprehension skills. During their visits to the schools, the reading specialists provide ongoing inservice training for classroom teachers. They have encouraged teachers to use talking storybooks, to organize dramatizations, and to provide cassettes for students to use in recording original stories. At biweekly Title I staff meetings, the reading specialists listen to guest speakers and exchange ideas on new reading techniques. Each year the reading program and the achievement of the pupils is evaluated by the staff with assistance of an outside agency. Results of the evaluation are used for planning and modifying the Reading Program.

### **FACILITIES, MATERIALS, EQUIPMENT**

A variety of materials and equipment, both commercial and teacher developed, provide flexibility of instruction in basic reading and language development skills. Materials include easy-to-read books at every level, machines for visual training and response stimulation, listening centers, language experience materials, and games and manipulative materials.

### **COST**

The total cost of instructional materials for a class of 30 is \$500. The average, annual per-pupil cost for the regular district program is \$1,018. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

### **FOR FURTHER INFORMATION**

C. Buford Plemmons  
Director of Special Projects  
and Federal Programs  
Poudre School District R-1  
2407 LaPorte Avenue  
Fort Collins, Colorado 80521

## **VOLUNTEER TUTORIAL READING PROGRAM**

### **LAFAYETTE, LOUISIANA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The tutorial program serves 150 students in grades K-7 who are having difficulty with the regular reading program. These children come from low-income families and attend 5 elementary schools located in a racially mixed small city.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

Each of the 5 school principals appoints a faculty coordinator to supervise tutorial activities at his school. The volunteer tutors who work with these coordinators are members of the Lafayette branch of the American Association of University Women. Volunteers are interviewed by members of the Southwest Louisiana University's College of Education faculty. Once selected, each volunteer receives 20 hours of inservice training from a professional tutor trainer and help as needed from school reading teachers, a school psychologist, and 2 university-based consultants.

#### **MAJOR FEATURES**

The tutors work on a one-to-one basis with students who need the additional attention and encouragement that a tutorial situation can provide. A Reading Laboratory Specialist or a designated reading teacher at each school administers informal reading inventories to each student for an initial assessment of his skill weaknesses. Tutorial sessions take place twice a week in individual plywood stations provided by the school district. These stations afford privacy and help eliminate distractions. The tutors use SRA Reading Laboratory materials as well as other commercial kits and dictionaries for instruction. Informal teaching methods based on newspapers, catalogs, puppets, tape recordings, and story-telling are also used. The tutors are primarily concerned with building a sense of self-confidence in the children through a highly supportive, positive approach.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program requires a room for the plywood tutorial stations at both schools. Commercially available reading laboratories and kits as well as tutor-made teaching aids are used in the reading instruction.

#### **COST**

The total cost of instructional materials for a class of 30 is approximately \$150. The cost for building each tutorial station is \$400. The average, annual per-pupil cost for the regular program is \$616. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Eula B. Moss, Coordinator  
Lafayette Parish School Board  
P. O. Drawer 2158  
Lafayette, Louisiana 70501

# **PSYCHOLINGUISTIC APPROACH TO READING (PAR)**

## **EL CAJON, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

There are 1,675 children in grades K-8 receiving reading instruction in the PAR method in the Cajon Valley Union School District. They are mostly white, middle-class children from a small city.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

Sixty teachers trained in the PAR method, including 4 kindergarten teachers, have opted to teach PAR in their classrooms. Two additional teachers also function as resource persons and train new teachers in the district. In the past, these 2 teachers traveled throughout California and trained teachers in other districts in psycholinguistics methodology.

### **MAJOR FEATURES**

According to psycholinguistic theory, the acquisition of meaning from reading is regarded as the primary purpose of reading, and all readers use 3 cuing systems to obtain meaning from what they read. These systems are the graphophonic (what letters look and sound like), the grammatical (language structure), and the semantic (word meaning). The Reading Miscue Inventory (RMI), a diagnostic-prescriptive test, was developed by Dr. Kenneth Goodman of Wayne State University to identify which cuing system a reader relies on most heavily and to what degree miscues result in a loss of meaning. A child taking the RMI reads a passage aloud and then retells the story while speaking into a tape recorder. The teacher analyzes his reading and retelling in 9 separate categories. Using the RMI manual, the teacher analyzes the miscues and plots a profile that tells her where the child's strengths and weaknesses are as a reader. Then the teacher prescribes from the manual a reading strategy designed to correct the miscues. In identifying miscues, it is not important that a mistake was made, but that the mistake prevented the reader from comprehending what he read. The emphasis in PAR is to increase comprehension by teaching words in context. The strategies require the child to use his intuitive knowledge of the grammar of his language, plus his concept knowledge to derive the meaning of a word, rather than relying on graphic and phonemic information. The PAR method is easily adaptable to any learning situation and is used in this district in open, self-contained, and cross-graded classrooms. It is also used as an integral part of the total language arts program.

### **FACILITIES, MATERIALS, EQUIPMENT**

Essential materials for each class are a tape recorder, an RMI manual, and profile and coding sheets. Student- and teacher-prepared stories and paragraphs incorporating different strategies are also used.

### **COST**

The total cost of instructional materials for a class of 30 is \$10. The average, annual per-pupil cost for the regular district program is \$733. The annual per-pupil cost of this program does not exceed that of the regular district program.

### **FOR FURTHER INFORMATION**

Robert Curry  
Director of Curriculum  
Cajon Valley Union School District  
P.O. Box 1007  
El Cajon, California 92022

## **CADDO PARISH CONTINUOUS PROGRESS PROGRAM SHREVEPORT, LOUISIANA**

### **PROGRAM SIZE AND TARGET POPULATION**

The Caddo Parish Continuous Progress (CPCP) program is an elementary school program which serves approximately 50,000 students in grades K-8. At Barret Elementary School, which is the site of the CPCP Reading Center but otherwise typical of the district, the 337 pupils are predominantly white with a small minority of black and Spanish-speaking students. Caddo Parish includes several small rural areas and a large city; the average income is less than \$6,000.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

Barret Elementary School has on its staff a full-time coordinator, librarian, and 7 teachers, 1 for each of the grades K-6. In addition, community volunteers and students from a local college tutor individual students. The principal also participates in the instructional program to lower the pupil-teacher ratio to about 25:1.

### **MAJOR FEATURES**

The CPCP program is based on sequential development of general reading skills. There are 36 levels of instruction that are stated in behavioral objective form but are not classified according to grade level. A district-prepared placement test administered by the coordinator is used to assign a student to his appropriate level. The teacher plans instructional activities to direct each student through the behavioral objectives for each level. There is a Behavioral Objective Checklist for each student on which is recorded his successful completion, or failure to complete, each objective at his level. Before a student moves on to the next level he must complete all of the behavioral objectives, pass the level test, and recognize 95% of the vocabulary words for that level. Unsatisfactory achievement requires more extensive evaluation of the student by either the teacher or the coordinator before reteaching occurs. An additional component of the CPCP program is the Barret School Reading Center, which serves approximately 107 students from all the district elementary schools who are experiencing severe learning and reading disabilities. They are enrolled full time in the Center for instruction in all content areas, with special emphasis on reading. The Center staff includes a counselor and 10 teachers, and class size averages about 10 students. Through special techniques and diagnosis, the program is designed to raise the learning capabilities of the students to such that they may return to the regular curriculum program.

### **FACILITIES, MATERIALS, EQUIPMENT**

Basal reading programs and other commercially available materials are used for the basic instruction in coordination with district-prepared, criterion-referenced tests and study guides. Audiovisual equipment is also available for student instruction.

### **COST**

The average, annual per-pupil cost for the regular district program is \$868. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Lilyan Hanchey  
Supervisor of Reading  
Caddo Parish School Board  
P. O. Box 37000  
Shreveport, Louisiana 71130



## **BROADUS RIGHT TO READ PROJECT**

### **BROADUS, MONTANA**

#### **PROGRAM SIZE AND TARGET POPULATION**

All 251 students in grades K-8 at Broadus Elementary School participate in the project. Students are predominantly white and come from middle-income families in a rural town.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

Program staff includes 1 part-time coordinator, 12 full-time classroom teachers, 1 part-time reading specialist, and 1 full-time paraprofessional. Parents are encouraged to serve as volunteer aides. All project teachers receive intensive inservice training.

#### **MAJOR FEATURES**

The program is designed to provide learning readiness for kindergarten children and to allow students in grades 1-8 to progress through a hierarchy of reading skills and enrichment activities at their own rate. The kindergarten program relies heavily on Lippincott multisensory materials. Project staff feel that writing gives the child a concrete means of dealing with abstract symbols. As the child learns to identify each letter of the alphabet (visual stimulation) and to associate it with a sound (auditory stimulation), he also learns to form it (kinesthetic stimulation). Students in grades 1-8 work in a Skills Attainment Lab. Materials in the lab have been coded to over 500 reading behaviors, and students are asked to pass "check in" tests on each of these behaviors. If a student's accuracy level on any "check in" test is below 90%, he is given a prescription designating the laboratory material he needs to study. When a student feels that he has mastered a particular behavior, he takes a "check out" test. If the behavior is not mastered, the student may work further with the same or slightly different materials, work with a tutor, or temporarily drop that behavior and return to it at a later date. Staff inservice training activities reflect needs expressed by school reading personnel. In the past, activities have included outside speakers, visits to other schools, contracted college classes, independent study projects, and attendance at reading conferences. At on-site workshops, teachers have learned to modify Skills Attainment Lab materials so that they are self-teaching, self-correcting, and nonconsumable.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The Skills Attainment Laboratory is a 3-room complex that houses a materials center, audio work areas, general work areas, reading interest centers, and the library. Essential materials and equipment for a class of 30 include 5 tape recorders, 30 sets of pretesting and posttesting material, a profile chart for each student, and a wide variety of commercial and teacher-developed reading instructional materials.

#### **COST**

The total cost of instructional materials and equipment for a class of 30 is \$160. The average, annual per-pupil cost for the regular district program is \$900. The annual per-pupil cost of this project does not exceed that of the previously used basal program.

#### **FOR FURTHER INFORMATION**

David B. Watson, Project Coordinator  
Broadus Right to Read Project  
Broadus Elementary District 79-J  
Broadus, Montana 59317



## **CORRECTIVE READING SERVICES**

### **FORT WASHINGTON, PENNSYLVANIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 150 children in grades K-9. The children come from homes with average annual incomes of less than \$6,000. To participate in the program, children must be below grade level in reading and show measurable potential for improvement.

#### **YEAR STARTED**

The program began in 1966.

#### **STAFF**

One secondary and 1 elementary district-level reading specialist provide overall direction for the program. The program operates in 3 schools. In the school with the largest project population, there is 1 full-time and 1 part-time reading specialist; in each of the other schools there is 1 reading specialist. The efforts of the reading specialists are supported by coordinated instruction from all classroom teachers. In addition, the program is supported by a home visitor who establishes rapport with parents, a psychologist, and parent volunteers.

#### **MAJOR FEATURES**

The activities in which children engage depend on the diagnosis of their skill deficiencies. At each grade level, a reading specialist leads small groups of from 6 to 10 children with similar reading problems. At the elementary level, children with severe word recognition problems are given remedial word learning activities. General reading and language problems, including younger students' deficiencies in language readiness, are treated with a language experience approach. This approach is designed to improve verbal functioning (listening and speaking) as well as reading skills. At the secondary level, groups are formed for mild and severe reading problems. All of these groups meet from 2 to 5 times a week under the direction of the reading specialist. Skills taught in these groups are reinforced by the regular classroom teachers. Another facet of the program is the second-grade open space classroom. Children who evidence needs for concentrated language readiness and beginning reading instruction are recommended for placement in the open space second grade. In this setting, 2 classroom teachers and volunteer aides work with a reading specialist on an intense language readiness and reading program.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Program activities take place in regular classrooms with designated reading areas or in a special reading room equipped with carrels, tables, chairs, and audiovisual equipment. A variety of materials is used, including basal readers, supplementary paperbacks, and teacher- and pupil-made materials.

#### **COST**

The total cost of instructional materials for a class of 30 is \$1,050. The average, annual per-pupil cost for the regular district program is \$1,325. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Fredric G. Judd  
Administrative Assistant/Curriculum  
Corrective Reading Services  
School District of Upper Dublin  
800 Loch Alsh Avenue  
Fort Washington, Pennsylvania 19034

## THE READING GAME

### LONG BEACH, CALIFORNIA; ROSAMOND, CALIFORNIA; LOS ANGELES, CALIFORNIA

#### PROGRAM SIZE AND TARGET POPULATION

The Reading Game serves 265 elementary and presecondary-level students in 6 private learning centers. In addition, more than 7,000 students in grades K-12 are served in 30 public school Reading Achievement Centers. This description is based on programs operating in the 6 private centers and in 2 of the 30 public schools. Students in the private centers come largely from suburban, high-income families. At the Tropico School, in Rosamond, 170 fifth- and sixth-graders are served; they come from middle-income families in a small town, and over 25% are Spanish-speaking. At the 116th Street School, in Los Angeles, 180 first- and second-graders are served. In contrast, they come from inner-city, low-income homes and over 80% are black.

#### YEAR STARTED

The program in the private centers began in 1970; at 116th Street School in 1972; and at the Tropico School in 1973.

#### STAFF

Staff members at both private centers and public school centers are teachers, part-time aides, and clerks. They are provided 60-plus, 40, and 8 hours of training respectively.

#### MAJOR FEATURES

The program is designed to help children at all levels of reading ability. It employs an individualized prescriptive approach to reading instruction and begins with thorough diagnostic testing to determine each child's needs and potential. Subsequently, the Learning Director designs an individualized written prescription for each child, focusing on the following areas of reading skills: word attack, vocabulary, comprehension, speed, application, and pleasure. A variety of commercially available learning materials is used. Under a differentiated staffing pattern, the trained aides implement the student prescriptions and daily record each child's accomplishments and needs in a Student Progress Record Book. After every learning session, staff meet to evaluate each student's work and to adjust the child's prescription accordingly. The program employs a motivational system including immediate reinforcement in the form of programmed materials and verbal praise, and rewards in the form of tokens and free time. Students attending the private centers usually come for an hour 2 or 3 times a week after school, whereas instruction is integrated in the child's regular program at the public schools.

#### FACILITIES, MATERIALS, EQUIPMENT

Each center includes a reading lab, testing rooms, reception area, and game/library/reward room. Rooms are brightly colored and equipped with carrels, carpet, and bean-bag chairs. The game room includes bumper pool, group football, rewards, and a large selection of books, including paperbacks. Learning materials include diagnostic and prescriptive aids designed by the American Learning Corporation, as well as a variety of selected instructional materials.

#### COST

The total cost of instructional materials for a class of 30 is \$450, based on an average cost of \$15 per student per year. However, an entire center must be set up with the cost of materials for 150 to 250 students per year (about \$3,000) amortized over 2 to 3 years. The average, annual per-pupil cost for the regular district program is \$750 at Tropico School and \$905 at 116th Street School. The annual per-pupil cost of this program exceeds these figures by between \$300 and \$399 at both schools.

#### FOR FURTHER INFORMATION

Program discontinued for lack of funds.

# **BOURNE COORDINATED TOTAL READING PROGRAM**

## **BOURNE, MASSACHUSETTS**

### **PROGRAM SIZE AND TARGET POPULATION**

In the 8 schools in which the program is operating, there are 1,728 students in grades K-6, and 429 students in grades 7-12. Most students are white, live in a small town, and are from middle-income families.

### **YEAR STARTED**

The program began in 1961.

### **STAFF**

In addition to the regular teaching staff, a reading coordinator directs the project, and 10 additional trained reading teachers and specialists form the reading department. Eighteen full-time aides do clerical work and tutoring, assisted by 35 adult volunteers and 60 student volunteers. Special services are provided by a psychologist, 2 adjustment counselors, 2 special education teachers, and 3 learning disabilities specialists. Weekly and monthly inservice training sessions are attended by reading teachers, specialists, and aides.

### **MAJOR FEATURES**

This coordinated reading program provides detailed guidelines for each grade level on screening instruments, techniques, and scheduling. When a reading problem has been identified, there is a recommended procedure for refining the choices for remediation of that problem. Usually a reading specialist will individually diagnose the student's ability and current reading competence. She then recommends that the classroom teacher individualize the student's program. The specialist is able to provide some appropriate materials as well as to suggest teaching methods geared to the problem. Often an aide or volunteer tutor works with individual students to improve reading skills. Since several different approaches to instruction are used in the district, the student may be placed in a basal text classroom or a structured phonics classroom or another type that meets his particular needs. If the problem remains after classroom help or if it seems too serious to be handled at that level, the student is assigned to remedial classes of no more than 3 students taught by a specialist. If the pupil's problems are multiple and severely handicapping, he is placed in a special classroom, usually out of his own school building. Besides organizing the procedures for helping the problem learner, the program has assisted classroom teachers in moving toward individualized teaching in their developmental reading classes by using learning centers. The reading specialists and aides provide guidance and help prepare materials for learning centers; they also assist in making kits for independent instruction in different components of reading.

### **FACILITIES, MATERIALS, EQUIPMENT**

In the 5 elementary schools, regular classrooms with extra storage space, tables, and carrels are used. The 2 junior high schools and 1 senior high school utilize large classrooms with listening stations, tables, carrels, room dividers, and extra storage space. Instructional materials used within the system include materials published by SRA, Random House, and Educational Developmental Laboratories, in addition to Barnell Loft skill kits, McGraw-Hill and Webster kits, Scott Foresman's Tactics in Reading, and Lippincott's Reading for Meaning, plus many teacher-made skill cards for specific skill needs.

### **COST**

The cost of instructional materials for a class of 30 at the elementary level is \$366; at junior high level, \$727; and at senior high level, \$977. The average, annual per-pupil cost for the regular district program is \$927. The annual, per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Raymond L. Matthews  
Reading Coordinator (K-12)  
Bourne Reading Department  
Bourne Public Schools  
75 Waterhouse Road  
Bourne, Massachusetts 02532

**CHILDREN'S PROGRAM  
READING AND LEARNING SKILLS CENTER  
ANN ARBOR, MICHIGAN**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves 50 students in grades K-12. Students are from a variety of ethnic and racial backgrounds, live in a small city, and come from families with average annual incomes between \$6,000 and \$15,000.

**YEAR STARTED**

The program began in 1969.

**STAFF**

The administrative staff includes a director, assistant director, and lecturer. The instructional staff consists of 20 university students who are enrolled in a reading practicum in order to become reading specialists. All staff members serve in a part-time capacity. Public school consultants serve as resource persons on a variable schedule.

**MAJOR FEATURES**

The program offers instruction to small groups of poor readers from 7 public schools, and it provides supervised teaching experience to University of Michigan students enrolled in graduate-level reading education courses. Teacher trainees conduct instructional sessions for 1 hour a day, 4 days a week, for 6 weeks, and attend correlated lectures. The program emphasizes classroom management techniques and features 7 steps. (1) The teacher trainee assesses each student's reading level, strengths, and weaknesses, using standardized tests and informal measures. (2) Specific objectives are agreed upon by the student and the teacher trainee and are specified in a contract or graph. (3) Instruction is carried out and is designed to increase each student's academic skills and to increase self-management skills to maintain and increase these achievements. Teacher trainees plan activities that will relate to each student's objectives, will be likely to provide success, and, insofar as possible, will be self-paced and self-instructional. (4) Feedback is emphasized throughout the instructional process and includes the use of point systems, graphs, visible products, conferences, student evaluations, and observation data. (5) Evaluation is made on the basis of standardized, informal, and teacher-made tests and is reported in progress reports, conferences, and reports to the student's school and regular classroom teacher. (6) Maintenance of the student's skills after leaving the program is monitored through 1 to 3 program staff visits to students' schools or student return visits to the Center. (7) Follow-up is done through questionnaires to parents and students and the collection of program students' pre-treatment and post-treatment grades.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Textbooks, paperbacks, SRA kits, and other commercial reading materials are used, as well as teacher-made items. A feedback form, either dittoed or student made, is used for each instructional activity, and commercial criterion tests are used for assessment and evaluation.

**COST**

The average cost of instructional materials for a class of 30 is \$15. The average, annual per-pupil cost for the regular district program is \$1,255. The annual per-pupil cost of this program exceeds that by less than \$50.

**FOR FURTHER  
INFORMATION**

Richard Ballard, Director  
Children's Program  
Reading and Learning Skills Center  
1610 Washtenaw  
Ann Arbor, Michigan 48105

# **SAN JUAN SCHOOL DISTRICT READING PROGRAM**

## **MONTICELLO, UTAH**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all students (approximately 2,700) in grades K-12 in the San Juan School District, which is large in size (7,799 square miles) and small in total population (approximately 10,000). About half of the students are from Navajo Indian reservations, and the average family income of all students served by the program is less than \$6,000.

### **YEAR STARTED**

The program began in 1967.

### **STAFF**

The program is the regular district program and is staffed by all 80 elementary classroom teachers and secondary reading teachers. Sixty-six paraprofessionals work in the district and assist the teachers by tutoring and performing clerical tasks.

### **MAJOR FEATURES**

The program is based on a set of sequential performance objectives, which are designed to develop reading skills. All instruction relates to the performance objectives, and a variety of materials and techniques is used. Children's skill deficiencies are diagnosed and various objectives are prescribed depending on students' needs. Students with language difficulties receive special instruction. At grades K-6, these special programs include the following: (1) the Oral Language Program (OLP) developed by the Southwest Cooperative Educational Laboratory for children whose native language is other than English, (2) a Bilingual Program in which students receive instruction in both English and Navajo, (3) an English as a Second Language Program, and (4) Beginning and Expanded Reading Tutorial Programs. At the junior and senior high levels, students are divided into groups designed to give remedial, correctional, or developmental reading instruction. In addition, English as a Second Language is offered to these students as well as a Beginning and Expanded Reading Tutorial Program. High school seniors are also offered an advanced reading class designed for students anticipating higher educational training.

### **FACILITIES, MATERIALS, EQUIPMENT**

All activities take place in the regular classroom. The basal textbook series, published by Holt, Rinehart and Winston, is the basis for the reading program, with supplementary materials from Scott Foresman and Ginn in addition to teacher-made items. A comprehensive District Reading Guide outlines resource materials and ideas for the established objectives.

### **COST**

The total cost of instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for this district is \$604.

### **FOR FURTHER INFORMATION**

M. H. Walker  
Administrative Assistant  
San Juan School District  
Box 218  
Monticello, Utah 84535



# **SOUND-WORD-SENTENCE-MEANING SONG CARDS**

## **FREMONT, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program is used regularly as a supplementary program for over 400 first-graders in 17 classes at 8 elementary schools. Many district reading specialists use these materials for remedial instruction with second- and third-graders. The children, most of whom are white, come from middle-income families in a small city.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program requires 1 teacher per class of instruction. Paraprofessionals or parent aides can also implement the program. From 2 to 4 hours of training is required to become familiar with materials and procedures.

### **MAJOR FEATURES**

This program, which was the outgrowth of an existing need for correlated supplementary materials at an individual school, was developed to strengthen the basic reading program by using songs, word riddles, and Play-at-Home games. Specifically, the program aims to develop early in the first-grade experience the ability to hear and visually recognize separate sounds in words; to familiarize beginning readers with the vocabulary they will later encounter in their basal texts; to develop the meaning on the vocabulary taught; and to present necessary patterned drill without the usual monotony of traditional instruction. Students are taught a traditional first-grade song, which the teacher subsequently uses as the basis for reading skill instruction. Song cards are used to provide sounds in the context of words and words in the context of sentences, and to develop phonetic sounds that include consonants, vowels, blends, diphthongs, and phonograms. For example, after the class learns to sing the sentences on the cards to the tune of "Skip to My Lou," the teacher holds up a card and points to various letters and words in an attempt to elicit pupil response to certain sounds. In many situations, the teacher chooses cards with words that the children have found difficult during oral reading. Word riddles on the back of each card are designed to develop interaction between the teacher and the class. For example, if the teacher is attempting to teach the class the word *is*, a hint is given which might read, "You say this word when you say *his*. Our sentence reads, 'The meadow\_\_\_green.'" If the class understands the riddle, they say the word *is* after the teacher reads "The meadow," using simultaneous response techniques. The Play-at-Home games are vocabulary maintenance games. For example, if the game is played with a die, children simply roll the die and read as many words from the materials provided as the number they have rolled on the die. These vocabulary reinforcement games offer the children additional assistance in the development of phonetic skills; they do not teach new words. Parents assist by participating in the games with their children.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in the regular classrooms. Locally developed materials, including song cards, word riddles, and Play-at-Home games, are used, as well as an autoharp, piano, or guitar.

### **COST**

Initially, the total cost of printing 500 sets of materials was \$500. Now, existing materials are maintaining the program. The average, annual per-pupil cost for the regular district program is \$1,134. The annual per-pupil cost of this program does not exceed that of the regular district program.

### **FOR FURTHER INFORMATION**

Ralph L. Williams, Jr.  
Reading Specialist  
38569 Canyon Heights Drive  
Fremont, California 94536



**PROGRAMED TUTORING  
JEFFERSON COUNTY SCHOOLS  
LOUISVILLE , KENTUCKY**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves approximately 2,000 disadvantaged first-grade students who were identified as poor reading risks.

**YEAR STARTED**

The program began in 1969.

**STAFF**

The program is administered by a full-time coordinator, who received 24 hours of training in programed tutoring. Other staff include 9 area tutor trainers (serving 10 to 12 schools each) and 1 paraprofessional tutor for each group of 15 students in the program. Trainers receive 24 hours of inservice training and tutors receive 22 hours.

**MAJOR FEATURES**

Programed tutoring is used as a supplement to the district's regular reading instruction. Each student in the program spends 15 minutes every day working individually with the Programed Tutor. In Jefferson County most of the tutors are mature women, but Neighborhood Youth Corps students are also used as tutors. The behavior of a tutor in this program is highly structured in order to meet the needs of the individual student without requiring the tutor to make professional decisions. For purposes of this program, the tutoring material is divided into items that make up lessons. Each tutor has a master list showing the items and lessons in sequence and indicating the page in the readers where each item can be found. An item may consist of a phrase, a sentence, or a paragraph, depending upon its position in the sequence of lessons. The items and lessons comprise programs in sight reading, comprehension, and word analysis. With the child, the tutor proceeds through the items and lessons in order, using a specific sequence of instructional steps. These steps include frequent and immediate feedback to the student, with a number of cycles to be used to help the student complete an item correctly. The cycles offer an increasing number of cues to the student and increased repetition of materials with which he is having difficulty. Thus, the student who already knows the material in an item will move immediately to the next item, while a student who makes a number of errors on his first attempt to complete an item will devote more time to the material. However, after a specified number of steps have been devoted to an item, the tutor always proceeds to the next item. If the student was unable to complete the item without error, the tutor records this fact and returns to the item at a later time.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

The tutoring is done in any available location in the schools. Each tutor in the program uses a commercially available Programed Tutoring Kit. The Programed Tutoring material is currently adapted to the following basic reading series: Macmillan Harris/Clark Reading Series, Harper & Row Design for Reading, Ginn 360, Houghton Mifflin, Holt, Rinehart and Winston, Scott Foresman Reading Systems, and Bank Street Readers.

**COST**

The total cost of instructional materials for a class of 30 is \$60. The average, annual per-pupil cost for the regular district program is \$672. The annual per-pupil cost of this program including the tutor salary, supervisor, and materials is approximately \$150.

**FOR FURTHER  
INFORMATION**

Lucille Brooks  
Coordinator of Programed Tutoring  
Jefferson County Board of Education  
3332 Newburg Road  
Louisville, Kentucky 40218

## **PROJECT REGIONAL RURAL READING**

### **RED OAK, IOWA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 300 first- and second-grade students from 5 rural school districts in southwest Iowa. Only children identified as totally disabled readers are included in the program.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The project is staffed by a full-time reading clinician, 6 full-time Title I teachers, and 1 full-time and 4 part-time aides. In addition, the project encourages assistance from psychologists, speech and hearing clinicians, and the school nurse in each district in an effort to build a cooperative interdisciplinary team.

#### **MAJOR FEATURES**

This project is designed to identify and serve totally disabled readers. Students are classified as totally disabled if they have serious deficiencies in skills and abilities which limit their reading growth. These are children whose reading scores are at least 6 months below expectancy at the end of the first grade, or 1 year below expectancy at the end of the second grade. The project concentrates on identifying these students in grade 1, and on providing remediation beginning in grade 2. A traveling reading clinician is responsible for developing diagnostic programs to identify the totally disabled readers in 5 school districts, for developing prescriptive remediation programs for each of the identified children, and for providing inservice training to the area's Title I teachers. A weekly program of conferences between the reading clinician and the teachers enables the clinician to observe and evaluate the progress made by each child in his individual remediation program. Advanced reading workshops offering college credit are held for the project's Title I teachers, covering such subjects as the clinical approach to the evaluation and remediation of disabled readers, and the relationship of the learning process to the reading process.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Materials used in the program include commercial diagnostic tests and instructional materials. Among the materials developed by the project are a vowel integration informal test, a remediation plan entitled "My Alphabet House," and a set of materials called "CIDS Premediation Kit." The kit includes subtests and other appropriate materials to evaluate prerequisite learning skills and beginning reading skills necessary for successful reading.

#### **COST**

The total cost of instructional materials for a class of 30 is \$30. The average, annual per-pupil cost for the regular school program across the 5 districts is \$1,000. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Wanda Morgan, Project Director  
Project Regional Rural Reading  
Southwest Iowa Learning Resources Center  
401 Reed Street  
Red Oak, Iowa 51566

## **PREVENTION OF LEARNING DISABILITIES**

### **LAKE OSWEGO, OREGON**

#### **PROGRAM SIZE AND TARGET POPULATION**

There are 150 first- and second-graders from 7 elementary schools involved in this program. The students are predominantly white, middle-income children from a small city.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

This program is staffed by a director, 17 classroom and 6 Extreme Learning Problems (ELP) teachers. One of the ELP teachers, who is a DISTAR trainer, conducts inservice training sessions each year for new first- and second-grade teachers.

#### **MAJOR FEATURES**

Students selected for this program have scored in the bottom quartile on the Metropolitan Readiness Test, which is given to all kindergarten students in the spring. When the students return to school in the fall, the low-scoring students receive reading instruction each day for 2 half-hour periods. One period is spent with the regular classroom teacher, and the other is spent with an ELP teacher. During both sessions, the child works with the DISTAR reading programs. Classes meet in small groups and adjustments are made so that students who move faster or slower are grouped together. A psychologist from the district works with the classroom and ELP teachers to resolve the more difficult behavior problems. Students stay in the program until they have completed DISTAR II or until teachers feel they can be integrated into the regular district reading program. The child is given a placement test, the results of which indicate where the child should be placed in the regular reading program. About 50% of the students are phased into the regular program by the end of first grade. Parent conferences are held at the beginning of each year. Parents are briefed on the program and informed how they can reinforce the lessons. Parents also meet with the teachers throughout the year and discuss their children's activities.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Each school has a learning specialist room, and instruction takes place either there or in the regular classroom. This program utilizes commercially available materials, including the DISTAR Reading and Language series and the Macmillan reading series, which is the reading series used at the elementary level.

#### **COST**

The total cost of instructional materials for a class of 30 is \$360. The average, annual per-pupil cost for the regular district program is \$879. The average, annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Barbara Cox  
Director of Special Services  
Lake Oswego Public Schools  
2455 SW Country Club Road  
Lake Oswego, Oregon 97034

# **EARLY TO READ INITIAL TEACHING ALPHABET (I. T. A.) PROGRAM**

## **BETHLEHEM, PENNSYLVANIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The Bethlehem Area School District uses i.t.a. with all its first-graders and some second-graders. In 1973-74, 1,116 children were involved at 19 schools. Because i.t.a. is used district-wide, the children represent all socioeconomic levels and several ethnic groups. They come from urban, suburban, and rural settings.

### **YEAR STARTED**

The program began in 1963.

### **STAFF**

The program is staffed by 19 principals, the coordinator of language arts and reading, and 86 first- and second-grade teachers. A preservice meeting is held in August to introduce new materials and methods to all teachers and to teach new teachers how to write and spell with the symbols of the new alphabet. Inservice training sessions are conducted during the year as needed.

### **MAJOR FEATURES**

The i.t.a. method is an alternative approach to teaching a child to read. Specifically, the initial teaching alphabet consists of 44 symbols, representing all the consonant and vowel sounds in English. Children learn to decipher words by associating each of the 44 symbols with the speech sound it represents and, at the same time, to write the symbols. Once a child has mastered symbol-sound relationships and can blend sounds, he can read and write any word in i.t.a. and can thus acquire a functional vocabulary much larger than that of children learning to read using traditional orthography. The teachers in the Bethlehem Area School District use i.t.a. as a total language arts program. The children learn the alphabet in the beginning of first grade; by December, most of them have learned the symbols and how to combine them to make words. Most of them have also become independent learners and, because of this, the classrooms are organized around the open class concept, with learning centers for different subjects, listening stations, skill stations, and reading stations arranged throughout the room. These are all equipped with materials written in i.t.a. to reinforce learning and usage of the alphabet. Modular scheduling gives the teacher an opportunity to conduct individual and small-group work with i.t.a. texts while other children are working at the various stations. Because of a strong emphasis on creative writing, many children write short stories and poems. In early spring, the children begin working from transition workbooks and teacher-prepared materials to learn the traditional 26-letter alphabet and how to read it. Then they learn how to write in traditional spelling patterns. Most children make the transition easily because many words are identical in i.t.a. and traditional orthography. For those who need extra help, the teacher is always available for individual tutoring.

### **FACILITIES, MATERIALS, EQUIPMENT**

Special i.t.a. texts, workbooks, library books, and spelling dictionaries are necessary for this program and are all commercially available.

### **COST**

The initial cost of instructional materials for a class of 30 is \$500, and the annual maintenance cost of materials for a class of 30 is about \$200. These costs are included in the annual per-pupil expenditure of \$750 in the Bethlehem Area School District.

### **FOR FURTHER INFORMATION**

Rebecca W. Stewart  
Assistant Superintendent,  
Division of Instruction  
Education Center  
535 Main Street  
Bethlehem, Pennsylvania 18018

## **LISTEN-LOOK-LEARN PROGRAM (LLL)**

### **CORPUS CHRISTI, TEXAS**

#### **PROGRAM SIZE AND TARGET POPULATION**

Forty first-grade and 135 second-grade students are involved in this program in 2 schools. The students, mostly black and Spanish-speaking, are disadvantaged and come from low-income, inner-city families.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

One full-time teacher, experienced in teaching reading to the disadvantaged, serves as the LLL center teacher and is responsible for implementing the program. A full-time aide assists the teacher in all phases of center operation. Two supervisors, 15% time, offer inservice training, supervision, and overall operational assistance. In addition, 4 regular classroom teachers participate in the program.

#### **MAJOR FEATURES**

This program, developed by the Educational Developmental Laboratories (EDL), aims to provide the disadvantaged primary pupil with successful learning experiences in acquiring communication skills and to reduce the need for remedial reading measures in the intermediate and advanced grades. The program, which is nongraded and self-pacing, focuses on the development of all communication skills: looking, listening, reading, writing, and speaking. The process begins with 20 cycles of readiness development, followed by 100 cycles of reading instruction. A systems approach is used to introduce concepts and skills in careful sequence, from simple to complex, followed by immediate reinforcement and distributed practice to insure retention. Repeated exposures to the same concept or skill in a variety of contexts is also provided. Teaching devices and materials encompass multisensory and multimedia techniques which are highly motivational. The learning center, staffed by a full-time professional and aide, accommodates 4 classes daily, each attending for 1¼ hours. Pupils attend the center with their classroom teacher who works together with center staff and provides follow-up activities in the classroom. Center staff and classroom teachers meet daily to plan subsequent program activities. Inservice training and orientation were provided by an EDL consultant and comprised 5 full days of preservice for center staff and 5 hours for classroom teachers and aides. Several days of in-class consultation is also provided by EDL.

#### **FACILITIES, MATERIALS, EQUIPMENT**

An unused classroom, specially wired and furnished with bookcases and tables, is used for the learning center. Equipment required for 30 students includes 2 Aud-X machines, 1 Tach-X machine, 1 controlled reader with Process Training Motor, 2 tape recorders, and 12 headsets. Special LLL materials developed by EDL include filmstrips, tapes, reading sheets, workbooks, response sheets, samplers, books, and skill sheets. In addition, many teacher-prepared games are used to reinforce skills.

#### **COST**

The total cost of instructional materials for a class of 30 is \$2,042 for the initial year and above \$200 per year thereafter. The average, annual per-pupil cost for the regular district program is \$605. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

A. N. Vallado  
Director of Special Programs  
Corpus Christi Independent School District  
P. O. Box 110  
Corpus Christi, Texas 78403



## **LIPPINCOTT BASIC READING MONTEREY, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 459 students in grades 1-3 at 15 elementary schools. The students, who live in a small city, represent a variety of ethnic groups and low-to middle-income levels.

### **YEAR STARTED**

The program began in 1968.

### **STAFF**

The program is staffed by the school principal at each site and 1 teacher for every 30 participating students, for 2 hours per day. Paraprofessionals and/or student or parent volunteers are desirable but not essential. New teachers require about 4 hours of inservice on program specifics.

### **MAJOR FEATURES**

The Lippincott Basic Reading program is designed to teach children word recognition skills that enable them to become independent, confident, and interested readers. The program employs a diagnostic-prescriptive approach to instruction in a nongraded setting. Learning centers are used for individual and small-group instruction. Reading, writing, and spelling are taught in a coordinated manner. When a child enters the program, he is introduced to a decoding process that teaches him to sound out all letter sounds. During this decoding process the child is able to connect the sounds, or partial words, into a complete word. All phonetic activities, including word songs, ear-training exercises to distinguish sounds, and pictures to discriminate and recognize words, are introduced in grades 1 and 2. The child learns to reinforce the skill by reading from workbooks, ditto masters, filmstrips, and code books that offer additional practice in the development of reading skills. Much of the phonetic introduction and reinforcement work is done in a group setting. If a child is having difficulty in the group, the teacher or aide takes the child out of the group to teach him in an individual setting. When the child reaches the third grade, the study skill phase is stressed. All during the program, various types of reading materials and activities, including other texts, library materials, kits, listening posts, and card players, are used to develop the child's interest in reading for recreation and information. Peer teachers and aides are used to assist the slow readers at each of the 15 school sites.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in regular classroom facilities. Essential materials in the Basic Reading program, published by Lippincott, include a teacher's manual, textbooks, workbooks, supplementary books, and filmstrips.

### **COST**

The initial cost for instructional materials for a class of 30 is \$475 for the first grade and \$300 for the second and third grades. Maintenance costs are \$200 and \$150, respectively. The average, annual per-pupil cost for the regular district program is \$989. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Mareta Varner  
District Reading and Language Arts Consultant  
Monterey Peninsula Unified School District  
P. O. Box 1031  
Monterey, California 93940



## **WILLARD SCHOOL PRIMARY READING PROGRAM**

### **PASADENA, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 460 students in grades 1-3 at 1 primary school. The student population includes black, white, and Spanish-surname children from low to high socioeconomic levels.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

A full-time reading specialist directs the program and assists 15 classroom teachers in implementing the program. Each classroom teacher is also assisted by 1 instructional aide. Two paraprofessional reading tutors conduct a supplementary, one-to-one program for low-achieving, first-grade children. An additional instructional aide assists in the Reading Resource Room. Under the direction of the reading specialist, this aide prepares, organizes, and distributes reading materials. To deal with current needs, the reading resource teacher conducts bimonthly inservice meetings for instructional aides and monthly inservice meetings for classroom teachers. Additional meetings are scheduled as needed.

#### **MAJOR FEATURES**

This program uses the Ransom taxonomy of reading skills and Ransom criterion-referenced tests, both of which are written for grades K-6. The group tests, correlated with major basal readers, are administered by classroom teachers to help them determine the skill needs of each child. After reviewing these tests, teachers use multimedia, multimodal materials to teach and reinforce needed skills. Students are placed in flexible reading groups, with from 8 to 10 students per group. These groups are organized according to reading levels, and individualized teaching takes place within each group. To reinforce the word recognition and comprehension skills introduced in these directed reading lesson groups, students spend approximately 1 hour per day at library, skill, creative writing, and appreciation-oriented learning stations. Student progress is continually evaluated by means of criterion-referenced tests and daily teacher records.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Classrooms are equipped with cassette players, headsets, audio flashcard readers, filmstrip and overhead projectors, record players, Language Masters, and copies of the Ransom Program's *Teachers' Handbook*, published by Addison-Wesley. Teachers also have access to commercial and locally developed skills kits and to Ransom criterion-referenced pretests and posttests stored in the Reading Resource Room.

#### **COST**

The cost of instructional materials for a class of 30 is approximately \$150. Since materials already purchased by the school are coded into the program, costs may vary from school to school. The average, annual per-pupil cost for the regular district program is \$692. The annual per-pupil cost of this program exceeds that by approximately \$153.

#### **FOR FURTHER INFORMATION**

Vernelle Lazzarini  
Miller-Unruh Reading Specialist  
Willard Primary School  
301 South Madre Street  
Pasadena, California 91107

William Weigel  
Principal

## **TOTAL READING AT JUAN CABRILLO SCHOOL SEASIDE, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 115 disadvantaged children in grades 1-3 at Juan Cabrillo School in the small city of Seaside. Included are black, Filipino, white, and Spanish-surname students. In addition, the program is used in approximately 400 other primary-grade classrooms, mainly in California.

### **YEAR STARTED**

The program began in 1965.

### **STAFF**

The project staff includes a project director who is a reading specialist, and 5 full-time teachers. Teacher training is done in workshops conducted by personnel from Total Reading, Incorporated. Totalling about 17 hours, the workshops deal with program methods and procedures.

### **MAJOR FEATURES**

Total Reading is a complete language arts program for the primary grades which integrates the teaching of reading, writing, spelling, and speech. Decoding skills are taught phonetically, using a vowel code to unlock the sound of a word. Strong emphasis is given to comprehension and vocabulary growth. Dictation techniques are used to provide oral readiness at each step; students are then able to work independently on materials based on the sounds and words introduced. Total Reading materials include a teacher's manual, dictation record, sound and word cards, student workbooks, reading books, and tests. The program also utilizes library books and regular basal readers for which comprehension questions have been developed by the Total Reading publisher. The primary Total Reading program is divided into 5 levels. The focus at levels 1 and 2 is on decoding of words with oral preparation for reading comprehension and creativity; at level 3, on reading comprehension and sentence writing; and at level 4 on spelling and creative writing with continued emphasis on comprehension through wide reading. Level 5 is programmed to teach advanced language arts skills to high-achieving third-graders. Upon completion of each level, students are tested to determine whether they have met the stated objectives.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program is housed in regular classroom facilities. Materials include basal readers and library books, as well as Total Reading, Incorporated teacher materials, student workbooks, reading books, comprehension questions, word study ditto masters, tests, workshop kits, parent handbooks, and tests.

### **COST**

The total cost of instructional materials for a class of 30 is \$230 for the first year and \$145 for the second year in the program. The average, annual per-pupil cost for the regular district program is \$200. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Tom Bridges, Principal  
Juan Cabrillo School  
1295 La Salle Avenue  
Seaside, California 93955

Dorothy Becker  
Total Reading, Incorporated  
25735 North Mesa Drive  
Carmel, California 93921

# **BOISE STRUCTURED TUTORING PROGRAM**

## **BOISE, IDAHO**

### **PROGRAM SIZE AND TARGET POPULATION**

In the program are 750 first- through third-grade students from 14 elementary schools. Students live in a small city and are predominantly white.

### **YEAR STARTED**

The program began in 1973.

### **STAFF**

This program has 1 part-time Title I coordinator who manages the project; 1 full-time tutoring coordinator who coordinates the tutoring activities for the 14 schools; and 14 full-time tutor managers (trained paraprofessionals), 1 for each school, who train and supervise the student tutors and manage the program. Approximately 750 fifth- and sixth-grade tutors work with the students and present the subject matter in small increments on a one-to-one basis. Dr. Grant Harrison from Brigham Young University, who developed the structured tutoring model on which the program is based, conducts the inservice training for tutor managers and student tutors. Principals, special reading teachers, and elementary counselors from the 14 schools are welcome to attend.

### **MAJOR FEATURES**

The program is designed to teach letter names, consonant and vowel sounds, sight words, and decoding skills to students who have deficiencies in basic reading skills. The students are referred to the program by their teachers. The basic elements of the model developed by Dr. Harrison are as follows: (a) pre-established instructional objectives, (b) predetermined sequence for introducing the objectives, (c) means of assessing mastery of the objectives, (d) materials geared to instructional objectives, (e) prescriptions for individual students based on pretest performance and prepared by carefully trained tutors, (f) procedures for systematically checking individual student mastery of instructional prescriptions, (g) record-keeping procedures for tracking assignment and completion of prescriptions, and (h) procedures for ensuring that objectives previously mastered are systematically reviewed. The program uses peer tutors who are fifth- and sixth-grade students at the same school as the program students. The tutors are tested, trained, and then participate in role-playing situations to practice their skills before they are assigned a student to tutor. Tutors are assigned to assist only 1 student during the school year, and tutoring sessions are held for 15 minutes a day, 4 days a week. At the assigned time, tutor and student leave their regular class activities and go to the tutoring area. Lesson plans are followed until the student has mastered a specific concept or skill. Then the tutor selects another objective for the student and develops the lesson plan for that objective. At the end of each session, the tutor writes a brief description of the progress the student has made and places it in the student's records, which are kept by the tutor manager, and both tutor and student return to their regular classes.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program requires space for several students who work together in each of the 14 participating elementary schools. Wide, carpeted hallways partitioned by bulletin boards have been successfully utilized when other space is not available. A wide variety of equipment and materials is needed, including tables, desks, file cabinets, chairs, and an assortment of instructional aids available from Brigham Young University Press.

### **COST**

The total cost of instructional materials for a group of 30 is \$403. The average, per-pupil cost for the 1973-74 regular district program is \$890. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Geri Plumb, Coordinator  
Boise Structured Tutoring Program  
The Independent School District of Boise City  
1207 Fort Street  
Boise, Idaho 83702

**DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED (D.P.I.)  
PRIMARY READING PROGRAM  
LOUISVILLE, KENTUCKY**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program is being used in grades 1-3 in 26 Title I schools, most of which are located in the inner city. Over 3,100 children, predominantly disadvantaged blacks and whites, are involved.

**YEAR STARTED**

The program began in 1972.

**STAFF**

The program is staffed by a director, 7 curriculum specialists who oversee program operations in the schools, 26 principals, 32 reading specialists, 173 classroom teachers, 32 monitoring technicians who administer criterion-referenced tests and maintain students' records, 180 reading aides, and approximately 2,000 junior high school tutors who participate in the Secondary Cross-Age Tutor program. All new staff members receive preservice training. Inservice training, planned and conducted by the curriculum specialists, has covered the following topics: program scheduling, grouping and management, diagnostic procedures, prescription implementation, instructional techniques, and materials development. The training and supervision of aides and student tutors are the special responsibilities of two of the curriculum specialists.

**MAJOR FEATURES**

For 3 hours every morning, the focus in a D.P.I. classroom is on reading and language development. Because the emphasis in this developmental program is on individualized reading instruction, teaching and learning are done in any or all of the following ways: individual or small-group reading, teacher-directed activities, tutoring in specific skills, workbook activities, games, puzzles, listening experiences, and independent project work. Under the guidance of the classroom teachers, children work from educational prescriptions, prepared at the beginning of each of ten 3-week cycles. The content of prescriptions is determined by the child's ability level and specific strengths and weaknesses as identified by standardized and diagnostic tests, the child's most effective learning mode, and the child's interests. For the component of the prescription called the core program, the reading specialist and classroom teacher choose materials from one of the following developmental approaches to reinforce the child's strengths: programmed reading, controlled vocabulary reading, language experience, an individualized program, or some combination of these. In addition, supplementary materials for specific skill development are prescribed to correct weaknesses. At the end of each 3-week cycle, criterion-referenced items based on specific objectives are administered and prescriptions are adjusted accordingly.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

The program operates in the regular classrooms. Essential materials are a district-prepared manual of reading objectives and skills for each staff member and a large selection of developmental and supplementary materials, including audiovisual equipment, basal readers, kits, programmed readers, learning machines, and locally prepared skills tutoring games.

**COST**

The total cost of instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for the regular district program is \$800. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

**FOR FURTHER  
INFORMATION**

Joyce Zimpelmann, Director  
D.P.I. Primary Reading Program  
Louisville Independent School District  
Brown Education Center  
675 River City Mall  
Louisville, Kentucky 40202

## **PROJECT SUCCESSFUL BEGINNING**

### **BALTIMORE, MARYLAND**

#### **PROGRAM SIZE AND TARGET POPULATION**

There are 219 students in grades 1-3 involved in the program. They are mostly white, middle-class children who live in the suburbs of Baltimore.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

The program requires no special staffing. The regular principal and assistant principal coordinate all aspects of the program; classroom teachers (1 teacher per 28 pupils), special area teachers, and volunteer aides (1 or more per class for 4 hours a day) implement the program. Teachers consult and students work with the reading specialist, counselor, and special area teachers as needed. One week-long summer workshop, as well as ongoing inservice, is provided for all professional staff.

#### **MAJOR FEATURES**

The goal of this program is to help primary-level children achieve success in language development before a pattern of failure is established. Based on the assumption that each child learns at a rate and in a manner unique to him, the program employs diagnostic measures to identify each child's learning modality or learning ability pattern—for example, high/low visual, high/low auditory, high/low kinesthetic-tactile. An individualized instructional program is subsequently designed to meet the student's learning pattern by stressing the potential strengths and supplementing the usual weaknesses associated with his particular modality. Perceptual development is emphasized. Selected students attend auditory, visual, language, and motor development classes conducted by special area personnel during a time consolidated as a language arts block. Grouping is done across grades by achievement and modality. Parent volunteers and high school aides are used to assist with individual or small-group needs. A reading specialist consults with teachers, evaluates children, and provides immediate corrective help. A counselor meets with children who lack involvement in learning tasks and/or are not self-directive. Individual pupil evaluation profiles are prepared regularly, and all staff who have contact with each child meet periodically to diagnose and prescribe his unique instructional program.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The participating school has converted all available usable space into instructional areas. The following materials are required for a class of 30: 2 tape recorders, 2 tachistoscopes, 1 tape per student, 30 basal texts for modality, and teacher-prepared pupil profile and evaluation sheets and a hierarchy of reading skills (list of objectives).

#### **COST**

The total cost of instructional materials for a class of 30 is \$900. The average, annual per-pupil cost for the regular district program is \$1,138. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

George W. Heck, Jr., Principal  
Lansdowne Elementary School -  
2301 Alma Road  
Baltimore, Maryland 21227



## **HAVING OUR PUPILS EXPERIENCE SUCCESS (HOPES)**

### **MINNEAPOLIS, MINNESOTA \***

#### **PROGRAM SIZE AND TARGET POPULATION**

Academically disadvantaged children in the suburbs of a large metropolitan area are served by the program. The 74-120 students from grades 1-3 are from middle-income families (\$6,000 to \$9,000 per year). The program is specifically designed for students who are 1 or more years below grade level in reading and math achievement and in work habits and behavioral adjustment.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

A program director and a coordinator perform the administrative functions. At each of the 3 target schools, instruction is carried out by 3 classroom teachers and by 3 HOPES tutors, certified teachers who work 2 hours daily under the supervision of the classroom teachers. Differential staffing includes lead teachers, paraprofessional aides, and clerical aides. Special resource personnel, available as needed, include a psychologist, nurse, speech therapist, special education coordinator, and reading consultant. Inservice training includes workshops and demonstrations of effective teaching techniques.

#### **MAJOR FEATURES**

The HOPES staff has developed scope and sequence reading and math materials that include criterion-referenced tests for each skill. Students are selected for the program on the basis of needs assessment, which includes an evaluation of each student's achievements and deficiencies. Each eligible student is given a program of specific behavioral objectives, and he is allowed to work at his own rate. Groups are formed for students with the same skill weakness, and they work with both the classroom teacher and the HOPES tutor. The basic classroom reading curriculum is individualized by using teacher-prepared and commercial materials coded to each criterion-referenced skill. Included in individual folders is a record of each student's daily progress and skill mastery. In addition to improving reading and math skills, the program objectives include improving students' work habits, behavior patterns, and school attitudes. Parent involvement is promoted through evening seminars, volunteer help, parent visitations, weekly bulletins to the home, and a parent advisory council.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Regular classrooms are arranged with kidney-shaped tables and chairs for small-group instruction. Essential items are teacher-prepared activities for each skill, locally prepared and commercial tapes of decoding skills, Language Masters and overhead projectors, individual pupil record forms, and criterion-referenced tests.

#### **COST**

The total cost of instructional materials for the project is about \$300. The average, annual per-pupil cost for the regular district program is \$1,065. The annual per-pupil cost of this program is between \$200 and \$299.

#### **FOR FURTHER INFORMATION**

Ross E. Johnson, L.E.A. Director  
Independent School District #16  
8000 Highway 65 NE  
Minneapolis, Minnesota 55432

\*Spring Lake Park, Dist. 16, including communities of Blaine, Spring Lake Park, Fridley



## **RIGHT TO READ BELLEVUE, NEBRASKA**

### **PROGRAM SIZE AND TARGET POPULATION**

About 110 high school students serve as reading tutors to over 110 children in grades 1-3 at 6 elementary schools. The children live in a small, urban, federally impacted area near Offut Air Force Base and SAC Headquarters. They are mostly white and come from middle-income families.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

Three administrative personnel are involved part time in program budgeting and scheduling activities. One full-time reading specialist has coordinating responsibilities, and 1 aide transports the high school student tutors to their tutees at the elementary schools. The regular elementary school teachers are also involved as prescribing teachers who select and monitor the progress of the tutees.

### **MAJOR FEATURES**

The project is a cross-age tutorial program in which high school students tutor elementary school youngsters. The long-range goal of the program is to help the tutors, themselves future parents, in preventing and correcting potential reading problems among their own children. The primary immediate goal is to help them to improve their own reading skills through the learning-tutoring process. The secondary goal is to help the primary children, identified as being below the 50th percentile in reading or having perceptual difficulties, to improve their reading skills through one-to-one tutoring. Throughout the school year, the tutors attend a class entitled The Psychology of Beginning Reading, which covers reading, motor, perceptual, and tutoring skills. They also make 3 observations in the classroom before beginning to tutor. Tutors are transported to the elementary schools on alternate days and spend about 20 minutes with each tutee. In conjunction with the prescribing teachers, tutors prepare lesson plans, projects, games, worksheets, and activities used in tutoring. On the days they do not visit the elementary schools, the tutors attend the Psychology of Beginning Reading class. The tutors receive high school credit in an amount determined by the degree of program participation. Active community advisory committees comprised of parents, students, and teachers assist in curriculum modification, evaluation, and information dissemination.

### **FACILITIES, MATERIALS, EQUIPMENT**

No special facilities are required. A station wagon is used to transport students. Materials needed for each participant include a district-prepared tutoring guide and Gates-MacGinitie Reading Test for the tutors, and student-prepared tutoring games and activities.

### **COST**

The total cost of instructional materials for a class of 30 is \$100. The average, annual per-pupil cost for the regular district program is \$730. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

### **FOR FURTHER INFORMATION**

Doris H. Forrest  
Reading Coordinator  
Bellevue Senior High School  
14th and Lincoln Road  
Bellevue, Nebraska 68005

## **ACCOUNTABILITY IN PRIMARY READING EDUCATION**

### **BURLINGTON, NORTH CAROLINA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program is operating in grades 1-3 in all 8 elementary schools in Burlington and serves 1,907 students. They represent a cross-section of Burlington's population.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The program is staffed part time by 8 principals, 1 director, 1 coordinator, 76 teachers, and full time by 17 aides. All received an intensive 5-day workshop when the program began.

#### **MAJOR FEATURES**

Perceptual skills and reading skills are introduced to the class by the teachers in a locally established hierarchy and are reinforced in small-group work by repetition, using a variety of activities and equipment to make practice more interesting. Children's individual skills and deficiencies are identified using diagnostic tests, which can be administered by either teachers or aides. Although classes are heterogeneous, children are grouped according to reading ability and by skills within the class and, in these groups, progress through their basal readers. Teachers and aides monitor their progress through the texts; on the basis of diagnostic tests, the child's reading progress, and his performance on end-of-book tests, they prescribe laboratory work for him. In the lab, children work individually or in small groups on skills in which they are deficient or, if they are progressing more quickly than their class, on new skills. Lab activities use different materials from those available in the classroom or use the same materials in a different way, so that the child does not become bored or frustrated. Because he learns skills in very small units, he is easily able to see his own progress. Goals have been set for students' progress through the program's hierarchy of skills, which were established with the aid of a commercial firm. In addition to these process objectives, the school system has stated objectives for student gains on standardized reading tests. The children's progress is monitored twice a year, and the entire school system is committed to the program goals and considers itself accountable for their attainment.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program requires space for a reading laboratory. For 200 students, 2 Tachomatic 500's and related skill materials are needed, as well as sequential skills lists, reading texts and games, and a diagnostic program.

#### **COST**

The total cost of instructional materials for a class of 30 is \$1,000, but the primary classes in an entire school could easily share most of these materials. The average, annual per-pupil cost for the regular district program is \$800. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

Barbara Tapscott  
Director of Elementary Education  
Burlington City Schools  
206 Fisher Street  
Burlington, North Carolina 27215

## **FOLLOW THROUGH PROGRAM**

### **GOLDSBORO, NORTH CAROLINA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves over 1,200 students, both black and white, in grades 1-3. About two-thirds of the students are disadvantaged.

#### **YEAR STARTED**

The program began in 1968.

#### **STAFF**

Staff for the program includes a director, 4 principals, 51 classroom teachers and 51 teacher assistants, and 3 additional certified teachers, all full time. Inservice training utilizes a Learning Resource Center and currently focuses on ways to work with children who have behavior problems. Resource persons, including a counselor, behavior therapist, psychologist, staff development coordinator, and health and social service staff, contribute to inservice programs. In addition, personnel from the Far West Laboratory provide part-time assistance to the project.

#### **MAJOR FEATURES**

The Goldsboro Follow Through Program follows the Responsive Educational Program model sponsored by the Far West Laboratory for Educational Research and Development. The program includes learning activities that are self-rewarding, and an environment structured to be responsive to the individual child's needs, culture, and interests. Rewards are considered to be intrinsic in a learning activity so that the child becomes self-directed instead of depending on his teacher for rewards or feedback. The classroom contains learning centers and a variety of games and activities, and the child is free to explore within this environment. Each child may work at his own pace in the program's learning sequences, and a number of approaches for teaching reading are available. Program staff attempt to determine the approach which works best for each individual child. Since the program stresses individual diagnosis, each child's reading needs are determined by a team that may include parents, the teacher, the principal, and a psychologist. Individual profiles, developmental tasks, and criterion-referenced tests are used for diagnosis and achievement assessment. The Parent-Child Learning Center, a book and game library, enables parents to help their children at home. After receiving a prescription for her child from the teacher, the parent takes it to the center to check out an appropriate book or activity for the child. At the center, the parent is taught how to use the book or activity with the child, so the program's objectives can be pursued in the home environment. The goals of the program are for each child to develop his intellectual abilities and to develop a positive self-image.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The Parent-Child Center operates in a mobile unit. The school program requires a carpeted area with tables, chairs, and storage space, as well as a variety of books, games, and audiovisual equipment.

#### **COST**

The total cost of instructional materials for a class of 30 is \$150. The average, annual per-pupil cost for the regular district program is \$553. The annual per-pupil cost of this program exceeds that by between \$400 and \$499.

#### **FOR FURTHER INFORMATION**

Doris P. Shaw, Program Director  
Follow Through Program  
Post Office Box 1797  
Goldsboro, North Carolina 27530

## **READING IMPROVEMENT CLEVELAND, OHIO**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves over 1,700 disadvantaged students, both black and white, in grades 1-3.

### **YEAR STARTED**

The program began in 1966.

### **STAFF**

The program is staffed by a part-time manager and a full-time assistant manager, 35 reading consultants, and 30 aides, all full time. Additional part-time support personnel are a psychologist, a speech therapist, and a parent coordinator. Staff members received 40 hours of inservice training. In addition, a group of supportive teachers is used so that classroom teachers may be released for inservice activities and observation of their pupils' work with the consultant.

### **MAJOR FEATURES**

Each project school receives the services of a reading consultant and a paraprofessional aide. The consultant-aide team serves pupils who have been identified by school personnel as having difficulty in mastering reading. To these pupils, the team provides 50 minutes of individual or small-group instruction every day. One team may serve from 36 to 50 pupils a day, generally working with groups of 6 to 10 pupils. Although consultants gear the daily instruction to the needs of pupils in a particular group, sessions generally follow a plan involving 4 types of activities. The lesson begins with warm-up sessions reinforcing previously taught skills. These are followed by oral and silent reading opportunities and then by skill presentations. The period ends with individual development sessions in which students can receive one-to-one tutoring. A conference period to motivate students and discuss with them their progress is also provided for each day. Each consultant attempts to use high-interest materials and to use instructional strategies that will give the children experiences of success. Consultants meet with parents to discuss each child's progress and to recommend reinforcing activities to be engaged in at home. Meetings with parents also feature demonstrations of instructional techniques with children, in which parents can observe their own children. The consultant's room is available as a reading resource center for teachers, and arrangements are made to enable teachers to watch the consultant work with their pupils.

### **FACILITIES, MATERIALS, EQUIPMENT**

One classroom in each school is assigned to the consultant, and project pupils come to this room for their sessions. A wide variety of equipment and materials must be available to the consultant to enable him to meet a variety of individual needs.

### **COST**

The average, annual per-pupil cost for the regular district program is \$200. The annual per-pupil cost of this program exceeds that by \$300 to \$399.

### **FOR FURTHER INFORMATION**

Pauline Davis, Manager  
Educational Program  
4940 Carnegie Avenue  
Cleveland, Ohio 44103

## **READING EMPHASIS PROGRAM**

### **CORPUS CHRISTI, TEXAS**

#### **PROGRAM SIZE AND TARGET POPULATION**

There are 5,950 first-, second-, and third-graders from 33 schools involved in this program. The participants, both Spanish-Americans and Anglos, come from families with incomes ranging from \$6,000 to \$15,000.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

The principal of each participating school has some administrative responsibilities for the program. The Coordinator of Elementary Education meets with the 20 reading consultants weekly to discuss new materials, innovative teaching techniques, and special problems. There are 225 teachers, assisted by the reading consultants, media specialists, parent volunteers, and additional support personnel in the fields of counseling, speech therapy, special education, and health.

#### **MAJOR FEATURES**

This program hopes to significantly diminish reading problems in its children by offering 3 years of intensive diagnostic reading instruction for 90 minutes a day during their first 3 years of school. To do this, the functions of available personnel and resources have been redefined and expanded. The reading consultants, who already worked in the district, spend each morning at their assigned school working with the children and providing continuous inservice training for the teachers. They instruct teachers in how to use both formal and informal diagnostic testing instruments, how to determine which reader or reading approach will be most successful with each child, and how to group children according to their ability level and interest area. Reading instruction is highly individualized, and the teachers continually evaluate the reading progress of each student and make appropriate adjustments in his reading program. The schools have a media center, staffed by a media specialist, that houses specialized materials including controlled readers and tapes with follow-up activities for children who need additional help. Teachers also use a district-prepared Reading Guide, which is periodically revised, and which contains additional information about diagnostic tools, examples of specific reading problems, and suggestions for various ways to use different materials to teach certain skills. In addition, almost 130 parent tutors, who receive at least 10 hours of training, volunteer each semester in the classrooms and work on a one-to-one basis with children who need special attention.

#### **FACILITIES, MATERIALS, EQUIPMENT**

This program requires no special facilities or materials. The emphasis is on discovering creative new methods to use the available materials already in the schools.

#### **COST**

The total cost of instructional materials for a class of 30 is \$450. The average, annual per-pupil cost for the regular program is \$605. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Sandra Warren  
Coordinator of Elementary Education  
Corpus Christi Independent School District  
P.O. Box 110  
Corpus Christi, Texas 78403

## EXEMPLARY CENTER FOR READING INSTRUCTION

### SALT LAKE CITY, UTAH

#### PROGRAM SIZE AND TARGET POPULATION

The techniques developed at the Center are employed in a number of schools in Utah and other states in grades K-12. The Title III project described here involves primarily first-, second-, and third-graders (approximately 800) in 4 Utah schools. These students include sizable proportions (over 20%) of Ute Indians, blacks, Chicanos, and whites. They live in rural areas or small cities and are from low-income families.

#### YEAR STARTED

The Title III project began in 1971; the Center, in 1965.

#### STAFF

Staff for the project includes a director and 6 demonstration training teachers.

#### MAJOR FEATURES

To improve reading comprehension, vocabulary rate, IQ scores, oral language and writing ability, the program offers 2½ hours daily of rapid response drill to groups of 10 to 15 students. Testing and diagnosis determine student placement in materials, and instruction is based on stimulus-response theory. Teachers request 4 kinds of responses: single untimed (group is asked to write "The ant is in the sand"); multiple untimed (group is asked to write "The ant is in the sand" as many times as needed to fill 3 lines); single timed (as above, timed by a stop watch); and multiple timed (same). Four types of teacher behavior are monitored: checking (an individual indication of a student regarding his performance); praise (verbal or touch); management (directives "Stop talking," "The next word is . . ."); and teaching (modeling a skill, informing, asking questions, structuring a situation). Students must pass a mastery test at each level before moving to the next. The test assesses mastery in 4 areas: vocabulary, spelling, reading in context, and comprehension. Mastery on the vocabulary test is achieved if the student can read within the rate of one-half second per word. Mastery on the spelling and reading in context sections is 100% and 96% correct responses respectively, and on the comprehension check mastery is 5 out of 6 correct answers. Students having trouble are given "immediate" prescriptions to achieve mastery. Specific word recognition, comprehension, and study skills are stressed. Teachers are taught to reinforce positively all correct responses. As part of the Title III project, the system has been packaged into teacher-training kits over the past 3 years, and the Center now carries the program to various schools in and out of the state.

#### FACILITIES, MATERIALS, EQUIPMENT

The Center and its Reading Clinic are located in an elementary school; the school programs operate in the regular schools. The training program requires either the services of an ECRI staff member or teacher-training kits and films. Classroom materials include word cards, word charts, sentence charts, stop watches, student and teacher record forms, and teacher directives for word recognition, comprehension, and study skills, and for spelling, dictation, penmanship, and creative writing.

#### COST

The total cost of instructional materials for a class of 30 is \$107. The average, annual per-pupil cost for the regular district program is \$733. The annual per-pupil cost of this program exceeds that by less than \$50.

#### FOR FURTHER INFORMATION

Ethna R. Reid, Director  
Exemplary Center for Reading Instruction  
4905 South 4300 West  
Salt Lake City, Utah 84118



# **PRIMIR (PRIMARY INDIVIDUALIZED READING)**

## **SEATTLE, WASHINGTON**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves over 4,600 students in grades 1-3 throughout the Seattle School District. The students come from both inner-city and residential areas of the city and represent a wide range of income levels. The racial composition of the schools varies also. In some schools the black or Oriental population exceeds 50%, but the district's total minority population is approximately 20%.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The program is staffed by 1 teacher per 25 to 30 students. Regular school administrators are involved in the program, and 1 district-level support person or specialist per 1,000 students is desirable. Paraprofessionals are not required but may be used, especially where class loads are very heavy or where special learning problems exist.

### **MAJOR FEATURES**

The program is designed to minimize the rigidities of the typical basal, 3-groups plan for teaching primary-level reading. It uses almost any selected basal reading series for a skills building strand only, and it focuses on self-selection of reading materials by the students. Each classroom has a reading center stocked with paperbacks, comic books, magazines, and other reading materials appropriate for primary-level children. Classroom procedures include total group work for introducing new skills; small- or basal-group work for reviewing, extending, or enriching skills and concepts; use of the graphoneme for teaching decoding skills and code-breaking routines; self-selection of materials for practice; use of reading stations; student goal-setting accomplished through one-to-one conferencing with the teacher; and individualized prescriptions based on continuous measurement, in addition to other special record-keeping procedures. The program works best on a divided day schedule wherein half the pupils come to school an hour before the other half and depart an hour earlier, providing smaller classes for PRIMIR reading sessions. Teachers must be trained to implement the program, and they receive about 30 hours of inservice covering program setup and operation.

### **FACILITIES, MATERIALS, EQUIPMENT**

Regular classrooms house "mini" reading centers furnished with soft seating, bookracks, reading stations, audiovisual materials, and carpeting when possible. The program requires the use of any basal reading series and an extensive assortment of paperback books, comics, magazines, games, and locally prepared self-help materials.

### **COST**

The total cost of instructional materials for a class of 30 is \$300, based on 1973-74 prices. The annual maintenance cost of \$50 per classroom is included in the average, annual per-pupil cost for the regular district program of \$1,100.

### **FOR FURTHER INFORMATION**

Floyd W. Davis  
Assistant Superintendent  
for Basic Skills  
Seattle School District  
815 Fourth Avenue North  
Seattle, Washington 98109

## **THE ELECTRIC COMPANY**

### **FRESNO, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves about 1,500 students, grades 1-4, in 24 schools. Students, about half of whom are Spanish-speaking, come largely from low-income families in a suburban-rural community.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

Regular classroom teachers implement the program. They attend a half-day orientation workshop.

#### **MAJOR FEATURES**

The goal of the Electric Company, a nationally broadcasted television program, is to teach decoding skills by television. More specifically, it seeks to stress the reasonableness and learnability of language and to convey certain basic principles such as left-to-right/temporal sequence, strategies to discover the symbol-to-sound relationship, and extraction of meaning from written messages. During the school year, students watch a half-hour program each day. From October through May, 130 programs are broadcast; for the summer session, selected programs are repeated. Programs are shown by the district twice daily to give the teacher scheduling flexibility. Each program is structured around a series of skits, songs, cartoons, and conversations offering lessons in word use. Typically, a program touches on a consonant sound, a blending of consonant sounds, vowel combination sounds, a prefix or suffix, context clues, a larger spelling pattern, and sentence practice. Particular curriculum elements are repeated throughout the season as their difficulty warrants. Visual synchronization with audio clues provides a useful teaching device (particular letters or words appear or light up as they are spoken). Humor, likable characters, fast pacing, and clever situations all make for an enjoyable experience for the child. A Teacher's Guide informs the teacher of each day's lesson and offers suggestions for follow-up activities such as limericks with missing words, stories needing titles or endings, word bingo, and scrambled words. The teacher usually leads these activities. Students receive a regular school reading program in addition to viewing the Electric Company.

#### **FACILITIES, MATERIALS, EQUIPMENT**

One television and 1 Teacher's Guide per classroom are required. Teachers often use or produce supplementary materials such as paper-and-pencil games, exercises, verbal games, songs, and progress checks.

#### **COST**

The total cost of instructional materials for a class of 30 is \$30 for production, which is included in the average annual per-pupil cost of \$790 in Fresno county school districts.

#### **FOR FURTHER INFORMATION**

Harriett Jowett  
Curriculum Consultant  
Fresno County Department of Education  
2314 Mariposa Street  
Fresno, California 93721

Barbara Fowles  
Associate Director of Research  
"The Electric Company"  
Children's Television Workshop  
1 Lincoln Plaza  
New York, New York 10023

# COMMUNICATION SKILLS THROUGH AUTHORSHIP

## LEWISTON, IDAHO

### PROGRAM SIZE AND TARGET POPULATION

In Lewiston, the program serves 879 first- and second-graders, plus 1 fourth grade. The students attend 7 public schools and 1 parochial school, and they are predominantly middle-class whites living in a small city. An additional 150 children in grades 1-3 are using the program in their classrooms in Lapwai, a small community near Lewiston. About 40% of these children are Nez Perce Indian.

### YEAR STARTED

The program began in 1969.

### STAFF

All of the 3 districts' 39 early elementary teachers teach Communication Skills Through Authorship. Each principal is also directly involved with the program and often participates in instruction. The program also requires the services of 8 typists (1 for each 4 to 5 classes) who type and edit cassette tapes recorded by the children. Inservice training for new teachers is essential. Teachers learn how to encourage student participation and to use the child-authored stories as materials for reading instruction.

### MAJOR FEATURES

Communication Skills Through Authorship is an initial reading program designed to complement any basal reading series. The instructional strategy is based on the premise that the child will best learn to read with materials that are meaningful to him and employ his own vocabulary and syntax. The program encourages each student in a classroom to tape-record many stories or experiences that are important to him. Typed copies are returned to the child and put into his folder, which then becomes his "personalized reader." When a child receives his typed story, he may choose to share it with his teacher or his peers, or simply to read it to himself. A fifth- or sixth-grade student sometimes acts as reader or listener for a younger child's original material. Sometimes a small group or the entire class uses the blackboard to describe a special class activity; this helps students to build sentences and talk about a main idea. Another strategy encouraging self-expression is the daily journal. Students are asked to write in this journal regularly, using interim phonetic spelling. Read-aloud literature is often used to foster love of books and to stimulate children to create stories of their own. Sometimes the entire class may not only hear but also see a child-authored story as it is shown on the overhead projector while the author reads it aloud. After the story has been read, the teacher may lead the class in a phonetic analysis study based on words the child used. To help a young reader build a sight vocabulary, the teacher at regular intervals elicits key words from the child, ones with strong meaning for him. Each child keeps his growing key vocabulary close at hand, using the words in writing his own creations. The program is designed to prevent reading problems that might require remediation in later grades.

### FACILITIES, MATERIALS, EQUIPMENT

The program operates in the regular classroom, where homemade recording booths are set up for student recording sessions. Essential materials include the following: 1 electric primer type typewriter (shared by 4 to 5 classes), 2 cassette tape recorders for each class, and 1 cassette tape for each child.

### COST

The total cost of instructional materials and typist's services for a class of 30 is under \$1,000. The annual replacement cost for consumable materials for a class of 30 is \$40. The average, annual per-pupil cost for the regular district program is \$650.

### FOR FURTHER INFORMATION

Lewis B. Smith  
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University of Idaho  
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**COMPREHENSIVE CLIENT-CENTERED BASIC SKILLS  
AND STAFF DEVELOPMENT CENTER (PROJECT BASIC)  
CEDAR RAPIDS, IOWA**

**PROGRAM SIZE AND  
TARGET POPULATION**

All 8,000 children in grades 1-4 in the district are in this program. The students are predominantly white children from middle-income families and live in a city of 115,000.

**YEAR STARTED**

The program began in 1971.

**STAFF**

Both the executive director of curriculum and instruction and the coordinator of evaluation spend part of their time on Project BASIC. A reading specialist conducts training sessions and manages program-related activities in the classrooms. A contingency manager designs activities to reinforce reading skills, and a community agent coordinates the volunteer program. Paraprofessionals assist the supervisory staff. The staff also includes 430 teachers in 28 schools and 900 active volunteers.

**MAJOR FEATURES**

The program staff has developed a Reading Skills Station notebook, indexed to a criterion-referenced test system, that identifies and describes specific reading skills and suggests over 150 game-like activities that reinforce each skill. Most of the activities require minimal preparation easily handled by a volunteer, such as machine-copying a sheet and cutting and assembling the parts according to instructions on the sheet. The notebook also includes directions for arranging skill centers in the classroom. The staff has also organized Reading Skill Cards, which are indexed to all available materials in the district. The reading specialist and 2 paraprofessionals assist demonstration school teachers in combining the use of these materials with effective classroom strategies, such as mutual planning, testing, record-keeping, and grouping. The combined project and school staff focus on providing demonstration school children with a reading skills period for 30 minutes a day, 4 days a week, for 9 weeks. Teachers who are not trained in one of the demonstration schools participate in off-hour inservice sessions that cover much of the same information provided to the demonstration school staffs. To make reading a reinforcement in itself, teachers rely on reinforcing events areas where a child may go to read if he has completed his work. Some teachers also reinforce with tokens.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Each teacher needs access to a Reading Skill Station notebook and a set of Reading Skill Task Cards. The number of skill stations and reinforcing events areas varies in the classrooms. Although the notebook is tied to criterion-referenced tests used by this district, the activities can be used with any reading system.

**COST**

The total cost of instructional materials for a class of 30 is \$50. The average, annual per-pupil cost for the regular district program is \$998. The annual per-pupil cost of this program exceeds that by less than \$50.

**FOR FURTHER  
INFORMATION**

Lynda Filip, Reading Specialist  
Project BASIC Reading  
Cedar Rapids Community Schools  
346 2nd Avenue, SW  
Cedar Rapids, Iowa 52404

**ESEA TITLE I ELEMENTARY READING PROGRAM:  
"A TOTAL COMMUNICATIONS APPROACH TO READING INSTRUCTION"  
BATON ROUGE, LOUISIANA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves 2,170 identified Title I students in grades 1-4. Most of the students are black and live in the inner city.

**YEAR STARTED**

The program began in 1972.

**STAFF**

The program is administered by a supervisor and 6 "helping teachers" (reading consultants) who work full time. Program staff include 190 classroom teachers and 91 teacher aides. Every week the administration staff meets to discuss implementation of the program. For about 6 hours each month, teachers and aides receive inservice training in implementing the open classroom concept. The program also receives the assistance of 2 nurses, a psychologist, and a media specialist.

**MAJOR FEATURES**

In this program, reading is considered to be an extension of language development, and thus to be rooted in personal experience. The program is centered around 3 strands of language experiences—experiences with words, studying the English language, and relating the ideas of other authors to personal experiences. Students, then, are not seen as disabled, but are given opportunities to express their ideas and feelings. In the classroom, teachers and aides try to motivate children to read by reading aloud to them, and by allowing students time to discuss with the class books they have read. Children are encouraged to use the school and public libraries, and in many classrooms a period of time is allotted each day for free reading of library books. Children are encouraged to express their experiences and feelings in writing, to engage in creative writing, and to share with other students what they have written. Children's reading deficiencies are diagnosed, and the teacher conducts activities with groups of children to improve their skills with words and with the English language. These activities are usually followed up with drills conducted by the aide. In addition, the reading consultants conduct language lessons with small groups of the children, either within or outside the classroom. A wide variety of media and materials is available to the children, including books to read for pleasure.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Equipment used in the program includes listening stations, tape recorders, projectors, record players, and typewriters. Students have access to a variety of concrete materials, including household items, to explore and manipulate. They are also provided with an abundance of art materials and both commercial and student-prepared books.

**COST**

The total cost of instructional materials for a class of 30 is \$1,600. The average, annual per-pupil cost for the regular district program is \$725. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

**FOR FURTHER  
INFORMATION**

Jack N. Howell, Supervisor  
ESEA Title I Elementary Reading Program  
East Baton Rouge Parish School Board  
P. O. Box 2950  
Baton Rouge, Louisiana 70821



## **MULTI-TRACK UNGRADED READING PROGRAM**

### **WHITEFISH, MONTANA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all 520 students in grades 1-4. The population is predominantly white with a large percentage of low-income families (under \$6,000) in a small town.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

In addition to the regular school instructional personnel, the program is staffed by a full-time reading coordinator, 8 paraprofessionals, 1 speech therapist, and a home-school coordinator with a background in social work. All professional staff members receive at least 10 hours of inservice training.

#### **MAJOR FEATURES**

Multi-Track Ungraded Reading Program activities in this open space school include instructional reading, skills development, and independent study opportunities, as well as recreational reading. During the first week of school, students are placed in 1 of 4 nongraded reading tracks. If teacher observation shows that a student works best independently, the student is assigned to work with Sullivan programmed materials. Low achievers are assigned to the developmental Open Highways series (Scott, Foresman and Company). Average achievers and/or students who show highly developed auditory perception skills use the Ginn reading series. High-ability students and/or students who respond well to a sight memorization reading method work with the Macmillan reading series. After completing a book in one of these series, the student takes a publisher-designed reading level test. If he scores below the 85th percentile on this test, the student will utilize supplementary materials from the school reading center and work to develop his weak skill areas. Students with special problems may receive visits from the home-school coordinator or special help from paraprofessionals and student tutors. When students have completed their regular assignments, they often do independent study in the school library.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The reading center serves as a depository for materials and houses work areas for the home-school coordinator and the reading coordinator. Most essential materials and equipment include commercially available basal reading series, a supplementary phonics program, an EDL Tach-X, a Language Master, and a Craig Reader. Essential locally developed materials include library skills kits, pupil progress cards, and learning games. A detailed record-keeping process is also maintained in the center.

#### **COST**

The total cost of instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for the regular district program is \$540. The cost of operating the reading program represents approximately 40% of the total school budget for grades 1-4.

#### **FOR FURTHER INFORMATION**

Terry Nelson, Principal  
L. A. Muldown Elementary School  
Whitefish, Montana 59937



## **READING IMPROVEMENT PROGRAM**

### **MOORESTOWN, NEW JERSEY**

#### **PROGRAM SIZE AND TARGET POPULATION**

This comprehensive developmental program serves over 900 children, the entire early elementary school enrollment (grades 1-4). The children, more than 80% of whom are white, are a representative sample from middle- and upper-middle-income families living in large city suburbs.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

To maintain the program, which is under the supervision of the assistant superintendent in charge of curriculum and instruction, there are 37 classroom teachers, 8 aides, and about 40 volunteers. Two child study teams, composed of a psychologist, a social worker, a learning disability consultant, a consulting psychiatrist, and other teachers, assist classroom teachers with the problems of severely disabled readers. Ongoing inservice training, both formal and informal meetings, includes discussions of materials, videotaped demonstrations of different teaching strategies, and suggestions for integrating reading into other content areas. The district also offers a 10-week course for credit in reading in depth.

#### **MAJOR FEATURES**

To accommodate the individual learning styles and rates of learning for these children, a team of teachers has prepared a Reading Improvement Guide consisting of 3 large manuals that identify essential reading skills that each child should have by the end of fourth grade. Following each skill, written in the form of behavioral objectives, are specific references to many different instructional strategies that teach and reinforce each skill. This affords the teacher a thorough selection of instructional strategies and learning modalities that enable her to meet all the particular reading needs of her students. The format also includes suggested tests that assess the degree of achievement of each skill. To further facilitate individualized instruction, teachers employ a variety of classroom management techniques—small- or large-group instruction, learning centers, independent work, one-to-one tutoring, and team teaching. Typically, at least 40 minutes a day is devoted to reading skills development; many teachers, to reinforce the skills, extend and integrate the emphasis into other subject areas throughout the day.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Each of the 4 elementary schools has its own multimedia center and instructional materials center, both of which house an extensive collection of textbooks and accompanying workbooks, reading kits, basal readers, ditto masters, tapes, records, cards, games, filmstrips, transparencies, and manipulative equipment. Specific materials are then checked out by teachers.

#### **COST**

The total cost of instructional materials in reading for a class of 30 is approximately \$2,700. The average, annual per-pupil cost for the regular district program K-12 is \$1,700. The average, annual per-pupil cost K-4 is \$1,170. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

William Kievit, Assistant Superintendent  
Curriculum and Instruction  
Moorestown Township Public Schools  
North Stanwick Road  
Moorestown, New Jersey 08057

## **PROGRAMMED READING**

### **NORFOLK, VIRGINIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves about 3,600 disadvantaged students in grades 1-4. Students are both black and white and live in the inner area of a large city.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

Administering the program are the coordinator of reading instruction, who devotes about 30% of her time to the program, and 2 program leaders, who work full time. The program's 140 classroom teachers are assisted by 50 aides, about 1 per 3 classes; 15 full-time reading teachers; and 20 resource team leaders, who devote part time to reading instruction.

#### **MAJOR FEATURES**

The independent learning approach is featured in the program. Placement tests help teachers determine each child's needs, and diagnostic tests monitor student progress. Programmed readers enable students to work independently and to check their own work. Support personnel for classroom teachers are an important part of the program. Classroom aides and reading teachers assist in the classroom and prepare instructional aids and games for student use. Inservice training is stressed throughout the year and includes on-site supervision of classroom teachers and aides and monthly training sessions of about 1 hour. Reading teachers and resource team leaders, who conduct this training, also confer monthly with the project director and periodically with McGraw-Hill Book Company consultants.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The programmed reading program published by McGraw-Hill Book Company provides the core of this program. In addition to programmed readers, a number of other materials are used: filmstrips, tape recordings, word cards, sound-symbol cards, and teacher-made games, charts, and aids.

#### **COST**

The total cost of essential instructional materials for a class of 30 is \$900. The average, annual per-pupil cost for the regular district program is approximately \$1,079. The annual per-pupil cost of this program exceeds that by between \$100 and \$149.

#### **FOR FURTHER INFORMATION**

Roxie S. Lay, Program Leader  
Title I Reading Program  
Norfolk Public Schools  
800 East City Hall Avenue, Room 901  
Norfolk, Virginia 23510

# **FRAMINGHAM PUBLIC SCHOOLS—READING PROGRAM**

## **FRAMINGHAM, MASSACHUSETTS**

### **PROGRAM SIZE AND TARGET POPULATION**

All the district's 5,867 students in grades 1-5 are served by 1 or more Reading Program components. These students come from predominantly white, middle-income families in a small city. In 2 of the district's 14 elementary schools, more than 20% of the students are Spanish-speaking.

### **YEAR STARTED**

The program began in 1969.

### **STAFF**

The district's 320 regular elementary school teachers, 10 bilingual teachers, and 1 language arts resource teacher have been offered over 150 hours of inservice training activities. Inservice activities are directed by a full-time reading coordinator, by 1 of 14 reading teachers, or by outside consultants. A part-time director supervises the program's Title I component and helps to train 26 full-time Title I teachers and 45 part-time Title I aides. Reading teachers have trained 147 community volunteers who tutor in reading at least 2 hours each week.

### **MAJOR FEATURES**

The Framingham Public Schools have instituted the following 5 programs to help individualize elementary school reading instruction: (1) Comprehensive Reading Program and Early Identification Program, (2) Transition Grade, (3) Title I, Framingham, (4) Remedial Reading Programs designed by the Reading Department, and (5) Enrichment Programs. For the Comprehensive Reading Program, district reading teachers have developed a hierarchy of essential skills for grades K-6 leading to competency in reading. Teaching suggestions, useful materials, and criterion-referenced pretests and posttests have been linked to these skills. Reading teachers also teach library skills courses to all fifth grades. The Transition Grade Program is available to all kindergarten children identified as "high risk" by a screening administered by reading teachers and by their teacher. The children may enter a year-long Transition Grade class before enrolling in first grade, thus giving them a chance to mature and providing teachers with an opportunity to assess students' social, emotional, language, and motor skills development. The Title I, Framingham Individualized Guided Learning Program involves the use of modified Wisconsin Design materials to diagnose, prescribe, and evaluate students' progress toward specific reading behavioral objectives. Reading teachers also conduct remedial reading classes in each school. In the Enrichment Programs, Junior Great Books Clubs are conducted in all elementary schools. The district also offers reading-related classes through its summer program.

### **FACILITIES, MATERIALS, EQUIPMENT**

Individualized reading programs, including objectives and criterion-referenced tests, have been built at all levels by classroom teachers during inservice workshops. Locally made or commercially available language arts kits and listening stations are also used. Teachers use Lippincott's Basic Reading series or Harcourt, Brace, and World's Palo Alto Series with average students, and Science Research Associates' Basic Reading Program or Charles Merrill's Linguistic Readers with average and lower-ability children.

### **COST**

The total cost of reading instructional materials for a class of 30 is \$150. The average, annual per-pupil cost of the regular district program is \$873.

### **FOR FURTHER INFORMATION**

A. L. Collins, Elementary Director  
Framingham Public Schools  
49 Lexington Street  
Framingham, Massachusetts 01701

# **THE FORT WORTH PLAN: A SYSTEMS APPROACH FOR CONTINUOUS PROGRESS IN READING FOR ALL ELEMENTARY CHILDREN FORT WORTH , TEXAS**

## **PROGRAM SIZE AND TARGET POPULATION**

The program serves all 26,756 students, grades 1-5, in 77 Fort Worth elementary schools. The students live mainly in the residential areas of a large city and come from middle-income families. The schools are fully integrated; over 35% of the students are black, 14% are Mexican-American, and 51% are from other ethnic groups.

## **YEAR STARTED**

The program began in 1970.

## **STAFF**

This large program is staffed by the following full-time personnel: an assistant superintendent, the director of elementary education, 7 assistant directors, 77 principals, 1,003 teachers (1 per 27.9 students), 150 paraprofessionals, 79 resource teachers, and 32 reading specialists.

## **MAJOR FEATURES**

A diagnostic-prescriptive approach is used to teach reading to all students in this large urban school system. The program is comprised in a "Continuum of Reading Skills," which sets forth a basic philosophy, a hierarchy of skills, diagnostic procedures and prescriptive alternatives, and an inventory of multimedia materials for teaching the skills. Multiple basal readers adopted by the state are used in addition to a variety of support materials. Permanent record cards are maintained for all levels of progress. An extensive specialized staff supports the system. Reading specialists coordinate the program in each school and help in diagnosing problems and designing appropriate instructional programs. Resource teachers support classroom teachers by working with principals and specialists on special needs, and they work directly with children as well. Extensive inservice activities are provided at the building level and on a city-wide basis, and also include visits to other programs and the use of professional consultants. Special needs are met with intensified programs. For example, an intensified primary reading program serves all second-year students in a preventive teaching program aimed at the early identification and remediation of problems. An intensified bilingual program meets the special needs of the Mexican-American population. Finally, a parent involvement program is evolving in the form of volunteer tutoring and instructional aide services.

## **FACILITIES, MATERIALS, EQUIPMENT**

No special school facilities are required. Materials used include a variety of state-adopted basal readers, supportive materials such as SRA Labs and Barnell Loft materials, and multimedia equipment and materials such as Ideal Tapes.

## **COST**

The total cost of instructional materials for a class of 30 is \$60, which is included in the average, annual per-pupil cost for the regular district program of \$702.

## **FOR FURTHER INFORMATION**

Mary E. Houghton, Coordinator  
Elementary Reading Clinic  
3908 McCart Street  
Fort Worth, Texas 76110

**PROJECT: PEGASUS (PERSONALIZED EDUCATIONAL GROWTH  
AND ACHIEVEMENT; SELECTIVE UTILIZATION OF STAFF)  
TUSCALOOSA, ALABAMA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The project serves all 450 students in grades 1-6 at the demonstration school. Three satellite schools serve an additional 885 children. In September 1974, it was implemented in 8 other public elementary schools and 1 parochial school.

**YEAR STARTED**

The program began in 1971.

**STAFF**

In addition to regular school staff, the program uses a part-time director, a full-time curriculum associate, and 8 part-time clerical teacher aides. For all staff, training is provided through summer workshops and weekly seminars and half-day workshops during the school year.

**MAJOR FEATURES**

The Continuous Progress Reading Program is structured by specific performance objectives and corresponding diagnostic test items within each of 17 sequential levels. Program materials, which were developed, field tested, and revised by project staff and participating teachers, include informal reading inventories, a teacher handbook, and a collection of plans for varied skill development activities. Students move through a cycle in which their reading levels are determined and their specific reading skill needs are diagnosed. On this basis, subgrouping takes place within levels according to specific needs. Instructional activities are then prescribed and conducted to meet individual or group needs, and student progress is assessed. If a student has mastered the skills at this level, his needs at the next level are diagnosed, and the cycle begins again. If the student has not mastered the skills, new learning procedures are prescribed to meet his needs at the current level. Feedback about each child's performance is provided to children individually, to children in small groups, and to parents in conferences. A major goal of the program is to evolve an increasingly efficient differentiated staff operation and to develop detailed descriptions of staff roles and organization charts. The project has developed a career ladder in which staff may move progressively upward to greater responsibilities within the project and the school system.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Locally developed PEGASUS materials are used in the reading program. These materials can be used in conjunction with any basal reading series or with any other approach to reading instruction.

**COST**

The total cost of instructional materials for a class of 30 is \$72. The average, annual per-pupil cost for the regular district program is \$564. The annual per-pupil cost of this program exceeds that by less than \$50.

**FOR FURTHER  
INFORMATION**

Marie Sinclair, Director  
Project: PEGASUS-PACE  
Tuscaloosa City Schools  
1100 21st Street, East  
Tuscaloosa, Alabama 35401

## **MESA READING MANAGEMENT SYSTEM**

### **MESA, ARIZONA**

#### **PROGRAM SIZE AND TARGET POPULATION**

In the program are 12,430 students in grades 1-6. The students are predominantly white and from middle-income families in a small city. Included in the group are bilingual and disadvantaged students.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

Supervising the program is a full-time director of reading. At each school a full-time reading specialist coordinates district reading services, acts as a resource teacher, and provides inservice training. Classroom teachers instruct the students, and a reading aide coordinator trains and supervises 54 aides, who work half time in classrooms. Six half-time reading technicians administer tests and assist the reading specialists and aides. Two reading clinicians equip the program's 2 clinics and offer services to students who have severe reading problems.

#### **MAJOR FEATURES**

The program is designed to prevent reading problems in the primary grades and to identify and correct subskill deficiencies at all levels. It is not a reading program but a system to monitor the reading skill development of children. The system is organized into terminal goals, program goals, behavioral objectives, and criterion-referenced tests, locally created and validated. Computer printouts of test scores indicate the needs of each student, class, and school. Using this information, teachers place students in instructional skill groups to work intensively on a specific skill once or twice a week. After 2 weeks students are given a criterion-referenced test; if results indicate mastery of the skill, they progress to other skill areas. If they do not succeed, they repeat the cycle. If a student fails after 3 cycles, he is referred to the reading specialist for thorough diagnostic testing. Test results are also used for teacher accountability, and special inservice workshops and demonstrations are provided to improve teachers' achievement patterns. Training is emphasized throughout the program, with 8 hours per month of training for reading specialists and an initial 20 hours and further 1 hour per week for aides and technicians.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program is not oriented toward specific reading materials. Essential classroom items include commercial diagnostic tests, various basal readers and instructional kits, and locally produced criterion-referenced tests.

#### **COST**

The total cost of instructional materials for a class of 30 is about \$40. The average, annual per-pupil cost for the regular district program is \$853. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Doug Barnard  
Director of Reading  
Mesa Reading Management System  
14 West 2nd Avenue  
Mesa, Arizona 85202



# **PINELLAS COUNTY READING/LANGUAGE ARTS SYSTEM**

## **CLEARWATER, FLORIDA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program operates in 35 elementary schools and serves 21,000 students in grades 1-6. Students come from middle-income families in the inner and residential areas of a large city.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

The program is coordinated by 3 Reading/Language Arts supervisors. In each participating school, the program is monitored by a resource teacher. Instruction is the responsibility of regular classroom teachers whose staff development activities include attendance at reading workshops and cooperative teaching with a resource teacher or a reading supervisor.

### **MAJOR FEATURES**

This program provides each student with diagnostic-prescriptive reading instruction at his current instructional level. Locally developed assessment tests are administered to students as they enter each of 4 instructional levels. The assessment tests are designed to isolate students' weaknesses in reading readiness, word perception, comprehension, and study skills. When assessment test data show that a student is having trouble with certain skills, the teacher consults a series of skill objective cards. On each objective card, she finds a list of materials that might be used to teach that particular objective, and she assigns materials suited to each student's instructional level. She takes into account a child's learning style, strengths, and his previous successes with or his interest in certain commercial kits, free-reading books, and audiovisual aids. The student learns to find, to check out, and to return all assigned materials. He corrects his own work and decides when he thinks he is ready to take a checkout evaluation test. If he does not pass this test or if the teacher feels that he is not applying the skill, the student may work on the same skill using slightly different objectives and materials, or his needs may be rediagnosed. When a student passes his evaluation checkout test, his teacher again uses assessment test data to determine problem skill areas that need his attention.

### **FACILITIES, MATERIALS, EQUIPMENT**

Program activities take place in regular classrooms. Most essential materials and equipment for 30 students include Barnell Loft Specific Skill Series (3 copies per skill), paperback or individualized libraries (100 books), self-directing and correcting kits, cassette-taped programs (available at a central location), and skill boxes.

### **COST**

The total cost of instructional materials for a class of 30 is \$324. The average, annual per-pupil cost for the regular district program is \$902, based on 1972-73 figures. The annual per-pupil cost of this program does not exceed that of the regular district program.

### **FOR FURTHER INFORMATION**

Jacqueline Blank  
Reading/Language Arts Supervisor  
Skycrest Elementary Center  
10 North Corona Avenue  
Clearwater, Florida 33515

## **OPERATION READING BASES (ORB)**

### **WORCESTER, MASSACHUSETTS**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 1,146 black and white students in grades 1-6 in the 15 public and 3 private Title I Worcester schools. Participants must be identified as educationally disadvantaged by achievement tests and by evaluations of classroom teachers and school principals.

#### **YEAR STARTED**

The program began in 1966.

#### **STAFF**

The program is staffed by a reading specialist (60% time), 34 full-time certified teachers, and 6 full-time aides. Preservice and inservice training workshops are required of all teachers and emphasize diagnosis of reading problems, instruction in phonics, and development of instructional materials.

#### **MAJOR FEATURES**

The ORB program provides 30 to 45 minutes of daily reading instruction for groups of 4 to 6 students. Participants remain in the program for the entire school year. The program supplements the students' regular classroom reading instruction and is given on a rotating schedule so that they do not miss a particular classroom subject consistently. Individual learning difficulties are diagnosed by the Stanford Achievement Test, ORB teacher-prepared tests, and feedback from the classroom teacher. Instruction in the ORB sessions is then developed to meet the diagnosed needs. Direct instruction is emphasized, and many of the materials are teacher-prepared to fit the needs of each small group. Activities include individual reading assignments, group textbook reading, word drills, games, teacher-designed worksheet exercises, and filmstrip and movie viewing. Students are given feedback immediately following each activity. Assured success is built in, and teachers motivate students by giving praise and candy rewards, keeping groups small, and maintaining a more tolerant atmosphere than is possible in the regular classroom. The program teachers communicate regularly with classroom teachers and school principals in order to coordinate program activities and classroom instruction; parents are involved through a parent advisory council.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Depending on the individual school, the program operates in regular classrooms, corridors, cloakrooms, or reading labs. Reading labs are enclosed rectangular areas which house 8 to 10 desks and materials utilized by the ORB program. At present, 6 of the 18 participating schools have reading labs. Tape recorders and cassettes, trade books, filmstrips, records, and teacher-prepared materials contribute to instruction.

#### **COST**

The total cost of instructional materials for a class of 30 is about \$200. The average, annual per-pupil cost for the regular school program is \$1,025. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

#### **FOR FURTHER INFORMATION**

Frank X. Sepuka  
Coordinator, Title I  
Worcester Public Schools  
20 Irving Street  
Worcester, Massachusetts 01609

# **INSTRUCTIONAL MANAGEMENT MODEL FOR READING**

## **PONTIAC, MICHIGAN**

### **PROGRAM SIZE AND TARGET POPULATION**

About 1,400 students, grades 1-6, receive reading instruction in this program. They live in the suburbs of a large city, are predominantly white, and come from middle-income families. A high percentage have a history of low achievement in reading.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

In addition to 44 classroom teachers, the program staff includes 1 full-time coordinator who establishes guidelines, keeps records, and plans inservice training; 4 reading specialists who act as consultants; and 4 aides who prepare instructional materials and maintain student records. Teachers receive 15 hours of initial training and one-half day per month for scheduling and planning.

### **MAJOR FEATURES**

The aim of the program is to increase students' reading progress by helping teachers to improve their skills in diagnosis, prescription, and evaluation; to individualize reading instruction; and to use materials more efficiently. An objective-based reading management system, the program is modeled on the Wisconsin Design for Reading Skill Development, which provides for assessing each student's reading skills, monitoring student progress, and compiling profiles of skill attainment. The program focuses on word attack skills and bases instruction on the results of school-wide diagnostic testing. Using a skill attainment profile compiled for each student, teachers organize cross-age groups of pupils with similar deficit skills. By utilizing objective-based resource files, teachers offer instruction to the groups for an average of 1½ to 2 hours per week for a period of 2½ weeks. Criterion-referenced tests are then given to students, and those attaining 80% or better are scheduled for new skill groups. A week without specific skill instruction follows each 2½-week cycle to provide time for administering tests, analyzing results, and planning and preparing for new skill groups.

### **FACILITIES, MATERIALS, EQUIPMENT**

Program teachers use a variety of books, games, worksheets, and audiovisual materials for instruction. A skill resource file is maintained which codes activities, book pages, and other materials to a specific skill. As new materials are acquired and analyzed, they are added to the resource file.

### **COST**

The total cost of instructional materials for a class of 30 is \$200. The average, annual per-pupil cost for the regular district program is \$984. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Elene S. Demos, Program Coordinator  
Instructional Management Model for Reading  
3576 Cass-Elizabeth  
Pontiac, Michigan 48054

## **PROJECT READ**

### **BLOOMINGTON, MINNESOTA**

#### **PROGRAM SIZE AND TARGET POPULATION**

Project Read serves 2,400 students in grades 1-6. The students have low achievement scores and IQ's of 90 or above, and they were identified as learning disabled by a psychologist. Project Read students attend 20 different elementary schools located throughout a large suburban area. The students are predominantly white and come from middle-income families.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

A part-time program coordinator and a full-time program director provide continuous inservice training and program development with 10 Project Read teachers. Each Project Read teacher then conducts Project Read demonstration lessons for regular classroom teachers in district elementary schools. A school psychologist works as a part-time evaluator with the project staff.

#### **MAJOR FEATURES**

Project Read stresses decoding skills in grades 1-3 and comprehension skills in grades 3-6. Instruction in both these skill areas proceeds systematically from simple to complex and includes tactile-kinesthetic reinforcement activities. For example, when students begin the decoding skills sequence, they learn that every word has a vowel and are then introduced to progressively more complicated words with short vowels, single consonants, double consonants, and double vowels. To reinforce learning of these vowel and consonant combinations, students trace over roughly textured letters and write words in sandtrays. When students are introduced to comprehension skills, they first learn the difference between fiction, nonfiction, and procedural (how-to-do-it) writing. They then practice isolating literary themes and key facts. Finally, students learn to trace story lines, to formulate original questions about what they have read, and to draw inferences and conclusions. The introduction of comprehension skills is also accompanied by appropriate tactile reinforcement activities. For example, when literary themes are discussed, the teacher gives each student a piece of burlap, has the students unravel one horizontal burlap thread, and makes a comparison between an author who relates all information to one topic thread and a weaver who must relate all vertical threads to each horizontal thread.

#### **FACILITIES, MATERIALS, EQUIPMENT**

All instruction takes place in regular elementary school classrooms. Materials and equipment most essential for this project include locally developed Teaching Guides and kinesthetic-tactile materials (glued letters, sandtrays, yarn letters).

#### **COST**

The total cost of instructional materials per student is about \$30. The average, annual per-pupil cost for the district's regular program is \$957. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

Victoria Greene  
Project Read Director  
10025 Penn Avenue South  
Bloomington, Minnesota 55431

# **INDIVIDUALLY PRESCRIBED INSTRUCTION—READING (IPI)**

## **WESTMONT, NEW JERSEY**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all 1,300 students in grades 1–6 at 5 elementary schools. The students, mostly white, live in a small city and come from middle-income families.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The program requires 1 part-time coordinator, 60 teachers (1 per class), 5 reading specialists (1 per school), and a varied number of part-time aides.

### **MAJOR FEATURES**

IPI Reading is an individualized self-instructional elementary reading program. The curriculum has been developed by sequencing and organizing reading skills into units and levels of work. These skills are designed around a carefully constructed set of objectives, each of which is accompanied by a diagnostic instrument to measure student progress. Primary Reading is built around texts in prereading, decoding, and transition. Prereading includes a reading readiness subset, which helps prepare the student for work in writing letters learned in the readiness program, writing words, and then writing sentences using these words. Decoding emphasizes the translation of printed symbols into meaningful sounds. Materials include self-instructional readers, storybooks, and an audio component with corresponding response sheets. Transition provides continued instruction in decoding, comprehension, and reinforcement of silent reading. Instructional materials are similar to those used in decoding. In this phase, students are encouraged to begin reading full-length books. Intermediate Reading stresses maintenance, reinforcement, and improvement of skills in defined areas and consists of directed and selected reading. Selected reading provides individual reading experiences. Books are selected for their interest, variety, and readability and each is color coded to designate its difficulty. Within limits, students select books to read and share their reading experiences with the teacher on a one-to-one basis. Daily lesson plans in the form of prescription sheets are used. The teacher is able to diagnose and evaluate student performance by analyzing the student's prescription. To manage the system, the teacher has a large loose-leaf notebook containing lesson plans for each selection; it includes statements of objectives, necessary materials, suggested assignments, and evaluation questions. The plans are open ended to permit teacher judgment and flexibility. IPI also includes a range of diagnostic tools such as placement tests, pretests, curriculum-embedded tests, and posttests used to facilitate individualization.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program activities occur in large, open instructional areas. All learning materials are supplied by Research for Better Schools, Philadelphia, Pennsylvania.

### **COST**

The total cost of instructional materials for a class of 30 is \$300. The average, annual per-pupil cost of the regular district program is \$769. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Leonard E. Coplein  
Superintendent of Schools  
Haddon Township Public Schools  
Memorial Avenue  
Westmont, New Jersey 08103

# **NON-GRADED INDIVIDUALIZED INSTRUCTION PROGRAM IN READING**

## **FLOYD, NEW MEXICO**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 100 students in grades 1-6. The majority of the students are either white or Spanish-speaking. They live in a rural area and come from middle-income families.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program staff consists of a part-time coordinator, 1 full-time teacher, 3 full-time paraprofessionals, and several high school tutors who receive partial credit for a class in human development. Inservice training for the teacher and paraprofessionals includes materials development, special use of materials, and curriculum planning. Initially, the tutors learn how to use audiovisual equipment and how to locate and use teacher-prepared learning packets with the children. Beyond that, tutors receive little formal instruction in teaching techniques. It is felt that the spontaneity brought to the reading room by the tutors is often more effective than professional techniques. Periodically, tutors do meet informally with the teacher for guidance and advice on particular problems.

### **MAJOR FEATURES**

This reading program is one component of a total sequential developmental approach to teaching all content areas in elementary school. To develop decoding and comprehension skills and to encourage reading as a recreational activity in all the elementary school children, individual learning packets (1 for each of 312 learning concepts in reading and language arts) have been developed and form the core of instructional activities. Each packet contains a pretest, instructions for teaching the concept, a list of materials and equipment that can be used with that concept, and a posttest. Everything contained in the packet is expendable and reproducible. Student and parents sign a contingency contract that establishes the number of concepts within a marking period that the child will achieve and the level of performance as identified on the scope and sequence chart. Tutors and teachers work with very small groups of children (no more than 6); they use learning packets on contracted skills and administer posttests when necessary. If a child fails a posttest, other learning packets are available for teaching the same concepts with different materials. Reinforcement tokens are awarded for successful performance, projects, school attendance, etc. A child can only spend his tokens with his personalized check at the Token Store, which is run by the students.

### **FACILITIES, MATERIALS, EQUIPMENT**

Instruction takes place in the Reading Room. Materials referred to in learning packets include 4 different reading series (text and workbooks), filmstrips, transparencies, learning games, cassettes, and many teacher-prepared games.

### **COST**

The total cost of instructional materials for a class of 30 is \$219. The average, annual per-pupil cost for the regular district program is \$743. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Gerry D. Washburn, Superintendent  
Floyd Municipal Schools  
P. O. Box 75  
Floyd, New Mexico 88118



## SHAKER HEIGHTS INTENSIVE READING LABORATORY

### SHAKER HEIGHTS, OHIO

#### PROGRAM SIZE AND TARGET POPULATION

The program serves all 300 students in grades 1-6 at the Onaway School. The pupils are mainly white and come from high-income families in a suburb of a large city.

#### YEAR STARTED

The program began in 1972.

#### STAFF

The principal and part-time reading specialist jointly coordinate program activities. All 12 classroom teachers at the elementary school (assisted by part-time paraprofessionals) use the program. All staff participated in preservice training before the program began, but there has been no additional inservice training, since the teaching staff has not changed. There are also 18 to 20 parent volunteers who are scheduled by the principal to help the students in the reading center.

#### MAJOR FEATURES

The approach to reading instruction in this program is completely individualized, using pretesting, diagnosis, prescriptions, and evaluations; and all reading instruction takes place in the reading center. All of the work is done on an individual basis with teachers providing the prescriptions. The principal task of the reading specialist is to keep the teachers familiar with the various materials and to help with individual instruction. Additional assistance is provided by the paraprofessionals and parent volunteers. Each class goes to the reading center every day. The first-grade students begin reading instruction in the center after the first 4 to 6 weeks of school. The younger students spend more time in reading instruction and thus spend more time in the reading center—1 hour as opposed to 45 minutes for the older children.

#### FACILITIES, MATERIALS, EQUIPMENT

The reading center, 1 large room which had been created out of 2, is carpeted and furnished with listening posts and study carrels informally arranged to spill out of the room and into the hallway. The center is fully equipped with many commercially available reading programs and skill kits. There is also a wide selection of slides, audio cassettes, filmstrips, etc.

#### COST

The total cost of the instructional materials for a class of 30 is \$900. The average, annual per-pupil cost for the regular district program is \$1,500. The annual per-pupil cost of this program exceeds that by less than \$50.

#### FOR FURTHER INFORMATION

Richard Manning  
Director of Elementary Education  
Shaker Heights City Schools  
15000 Parkland Drive  
Shaker Heights, Ohio 44120

## **SCOTT FORESMAN READING SYSTEMS**

### **WALLINGFORD, PENNSYLVANIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

Operating in 1 elementary school, the program serves 177 students in grades 1-6. The students, who live in a suburban community, come from middle-income families.

#### **YEAR STARTED**

The program began in 1968.

#### **STAFF**

In addition to a full-time director, the program uses the following personnel part time: 1 reading specialist, 8 classroom teachers, 50 paraprofessionals, and a number of senior citizen and student tutors.

#### **MAJOR FEATURES**

This program emphasizes individual diagnosis and prescription, motivational activities, and one-to-one tutoring. Students' skills and needs are determined by teacher-made tests as well as by Scott Foresman testing materials, and a reading specialist is available to evaluate and prescribe corrections for reading disabilities. Each student has a cumulative record on which his progress in meeting individual program objectives is noted, as well as which book in the series he is working on. The student proceeds at his own pace, receiving individual help from his teacher, paraprofessionals, senior citizen volunteers, student tutors, or the school librarian. The student may participate in a number of independent projects (such as producing a storybook reader) or motivational activities (such as presenting a play). A poor reader may work with his senior citizen volunteer on an enjoyable activity such as reading the Sunday comic strips. Reading is also stimulated by the school's fine arts curriculum. In one very successful activity in grade 2, students created papier-mâché figures and then wrote stories about them. A number of games created by parents and community volunteers are also used to motivate students to improve their reading skills.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Each classroom is equipped with listening centers and study carrels for individual work. Program students make extensive use of the school's library, reading room, and auditorium. In addition to Scott Foresman materials, classroom materials include teacher-made games and activities and a collection of student publications.

#### **COST**

Initial cost of instructional materials for a class of 30 is \$449. By the fifth year of operation, this cost drops to about \$6 per pupil. The average, annual per-pupil cost for the regular parish program is \$334. The per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Sr. Jeanette Daily, Coordinator  
St. John Chrysostom School  
605 South Providence Road  
Wallingford, Pennsylvania 19086

# **SOUTHAMPTON COUNTY COORDINATED READING IMPROVEMENT PROGRAM**

## **SOUTHAMPTON COUNTY, VIRGINIA**

### **PROGRAM SIZE AND TARGET POPULATION**

All of the 12 elementary schools (grades 1-7) in the county are involved in the program. About 2,500 students are enrolled in the schools; 76% are black and 24% white. They live in rural areas and small towns and come from low-income families. Prior to program implementation, 87% were reading below grade level.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

Staff members serving the entire county are a project coordinator, 2 supervisors, and consultants from the University of Virginia School of Education. At each program school are a principal, who acts as instructional leader, classroom teachers, paraprofessional aides (3 to 4 per school), and a reading resource coordinator.

### **MAJOR FEATURES**

The principal objective of the program is to improve the educational expertise of elementary teachers, particularly in reading and language arts. Its 2 important components are (1) survey and evaluation and (2) inservice training. Standardized tests are used to assess the reading potential and achievement of each child. This information enables teachers to plan instruction to meet the needs of each student. Inservice training is ongoing and includes summer workshops, weekly 2-hour meetings with consultants, and graduate-level courses for all program teachers. Consultants visit classrooms, give demonstrations of materials and techniques, and conduct inservice training sessions. Training emphasizes diagnostic techniques, methods for individualizing instruction, and utilization of teacher-made reading materials. The program does not designate specific materials for teachers to use in instruction, but rather seeks to improve the techniques and flexibility of teachers. The regular reading program, which utilizes a basal reader and grade-level skills approach, is supplemented by a daily language arts enrichment period. During this hour, students are grouped according to reading achievement, rather than grade level.

### **FACILITIES, MATERIALS, EQUIPMENT**

For the language arts enrichment period, teacher-prepared learning modules and interest centers for individualized instruction are utilized.

### **COST**

The total cost of instructional materials for a class of 30 is \$25. The average, annual per-pupil cost for the regular district program is \$725. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Stanley S. Stahl, Jr.  
Professor of Education  
University of Virginia  
Charlottesville, Virginia 22901

## **SPECIAL READING**

### **MISHAWAKA, INDIANA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 450 educationally disadvantaged students, grades 1-6, at 5 public schools. Also served are about 100 students at 3 private schools, including 15 in grades 7-8. The students, who reside in a small city, are mostly white and come from low-income families.

#### **YEAR STARTED**

The program began in 1966.

#### **STAFF**

The program staff consists of a full-time coordinator, 6 teachers, 5 paraprofessional tutors, and a part-time resource staff, which includes a nurse, counselor, speech and hearing specialists, librarian, and physical education teacher. Teachers new to the program receive 58 hours of inservice training in methods, materials, and diagnosis. Teachers experienced in the program receive 33 hours of training; aides receive 54 hours. The program staff meets monthly throughout the year.

#### **MAJOR FEATURES**

Participating students are those who have not succeeded in the regular classroom. Included are primary students reading one-half year or more below grade level, upper-elementary grade students reading 1 year or more below grade level, and those recommended by teachers as needing special instruction. Entering students are given a diagnostic test and then placed in classes of 10 or less according to their needs. These classes are in addition to regular classroom reading instruction. In grades 4-6, classes are scheduled 3 days a week and, in primary grades, daily. Classes are staggered so that no child misses any regular class session more than once a week. Each teacher has 2 or 3 periods a week to use as a clinic for one-to-one work. Classes run throughout the school year; if a student reaches grade level by midyear, he leaves the program and is replaced by another student needing help. Evaluation is a continuing process, but focuses on pretesting and posttesting in September and May. Learning methods and materials encompass a multimedia approach aimed at motivating the low-achieving students. Materials used in the program are not used in the regular classroom and thus are fresh to the students. The special reading teacher coordinates each child's work with the classroom teacher, who receives his diagnostic test profile. Both teachers visit each other's class to observe student performance. Records of all students in the program are sent to the junior high school counselors when the students leave sixth grade.

#### **FACILITIES, MATERIALS, EQUIPMENT**

A specially equipped classroom at each site is set aside for program activities. Materials used include the Sullivan Programmed Reading Series; Gillingham materials; Lyons and Carnahan phonics books; Barnel Loft, Educational Developmental Laboratories, and SRA materials; Reader's Digest skill builders; and filmstrips, tapes, and many other commercially available and teacher-made materials.

#### **COST**

The original cost of instructional material per Special Reading classroom was approximately \$4,000 in 1966. Annual maintenance cost of the program, as now functioning, for teachers, instructional tutors, materials and supplies, and inservice amounts to \$18,000 per center. The average, annual per-pupil cost for the regular district program is \$782. The annual per-pupil cost of this program exceeds that by between \$170 and \$200.

#### **FOR FURTHER INFORMATION**

Betty Crofoot  
Coordinator of Special Reading  
South Side School  
202 West 8th Street  
Mishawaka, Indiana 46544

# **READING IMPROVEMENT TEAMS (RIT)—ESEA TITLE I**

## **ST. LOUIS, MISSOURI**

### **PROGRAM SIZE AND TARGET POPULATION**

Students in this program live in neighborhoods that are served by schools receiving Title I funds and are below grade level in reading achievement as measured by standardized tests. Within each Title I school, those classrooms with the most underachievers are selected to be in RIT. The program serves about 10,000 children in grades 1-8.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program is staffed by a supervisor, a Title I inservice coordinator, a materials center specialist, 5 district curriculum specialists, 4 media specialists, 73 principals from each of the Title I schools, 98 reading assistants, 60 remedial reading teachers, and 98 reading aides. Each team consists of the school principal, 1 reading assistant, 1 remedial reading teacher, 1 reading aide, and up to 10 regular classroom teachers.

### **MAJOR FEATURES**

To improve reading skills and attitudes toward reading in RIT students, reading improvement teams provide individualized, diagnostic reading instruction in addition to regular reading classes. Instructional strategies, which generally emphasize reading comprehension, vary from team to team, depending on the diagnosed need of each child, the collective experience of the team members, and the available facilities and materials in each school. Under the guidance of the principal, reading assistants and reading aides identify underachieving students, diagnose their reading difficulties, and write prescriptions that remedial reading teachers use to provide direct remedial reading instruction for those students with the greatest need. They also diagnose reading problems and prepare individual prescriptions for classroom teachers to follow with less severely disabled readers. The program also maintains an inservice center for professional development of all staff members, and especially for the improvement of remedial reading teaching techniques of RIT classroom teachers. In addition to preservice orientation, comprehensive inservice training is offered to all staff members during summers and throughout the school year. Topics are selected in response to the expressed needs of the staff and cover many diverse areas.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program uses available classroom materials—workbooks, kits, games, audiovisual equipment, teacher-made materials, and locally developed diagnostic tests. Many of the schools maintain separate reading rooms for remedial instruction.

### **COST**

The average, annual per-pupil cost for the regular district program is \$830. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

### **FOR FURTHER INFORMATION**

Edna T. Ricks, Supervisor  
Reading Improvement Teams  
1517 South Theresa Avenue  
St. Louis, Missouri 63104

# **SANDY ELEMENTARY SCHOOL READING PROGRAM**

## **SANDY, OREGON**

### **PROGRAM SIZE AND TARGET POPULATION**

All 1,343 children in grades 1-8, including 2 classes of educable mentally retarded children, are in the program. The children are mostly middle-income whites living in a rapidly growing, mobile, semirural community.

### **YEAR STARTED**

The program began in 1967.

### **STAFF**

The director of pupil personnel is responsible for the overall coordination of the program. The 3 building principals supervise program operations in their own buildings. The instructional staff consists of 63 teachers, 5 aides, and 3 remedial reading teachers.

### **MAJOR FEATURES**

To combat increasing enrollment in remedial reading classes, this school district implemented a prevention program, which combines systematic development of reading skills and utilization of those skills in a way that is meaningful for each child. Under the teacher's guidance, a child works through a set of programmed readers, recording pages completed, test scores, and test dates on his own record sheet as he proceeds. The teacher also keeps a record for each child that shows the percent of correct answers on each test, test dates, special assignments, and free-reading progress. Children who exhibit reading problems receive individual attention from a volunteer or a remedial reading teacher. The other component of the program, free reading, gives the child an opportunity to practice his reading skills. With the younger children, listening and communication skills are emphasized; the older children focus on comprehension and retention abilities. Strategies vary from teacher to teacher, but the goal is to expose the children to many different styles of literature and, through this, to foster creative expression in writing, visual and manual art, drama, and music.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in regular classrooms and uses self-instructional materials from 5 different publishers. In grades 1-3, materials teach basic decoding skills and develop independent reading skills. In grade 4, the emphasis is on comprehension skills, which, together with decoding skills, are refined and expanded in grade 5. The series used in grade 6 concentrates on teaching comprehension and inference skills, which are also extended into grade 7. By grade 8, the student is able to select books from another series and focus on critical analysis and appreciation of literature.

### **COST**

When the program began in 1967, the total cost of instructional materials for a class of 30 was \$300. The program staff estimates that a set of materials will last a classroom for about 7 years. The average, annual per-pupil cost for the regular district program is \$835. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Lura Dell Callaghan  
Director of Pupil Personnel  
Sandy Elementary School District #46  
Box 547  
Sandy, Oregon 97055



## **FUNCTIONAL READING FOR MARYLAND**

### **BALTIMORE, MARYLAND**

#### **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**

The prime objective is to ensure that all Maryland students can meet the reading demands of society. 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 6, 10, and 12. For example, among the expectations for students in grade 10 are the ability to read applications for a driver's license, job, welfare, medical and banking purposes; to understand directions for cooking, sewing, mechanical devices, etc.; and to use vocabulary words related to individual needs. The program delineates those skills that all students should achieve, but it is expected that many students will acquire additional skills to improve their reading ability. Implementation of the program varies from school to school, with the state-wide standard providing guidelines. Diagnosis of individual students is used to determine instruction, which is one component of the state's language arts instruction. This instruction averages 3 to 6 hours per week. Criterion-referenced tests, which were constructed to measure the state guidelines, are given to all students in grades 6, 10, and 12 to assess achievement.

#### **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.

#### **FOR FURTHER INFORMATION**

Richard M. Petre, Consultant in Reading  
Maryland State Department of Education  
Box 8717, Friendship Airport  
Baltimore, Maryland 21240

# **MONTEREY READING PROGRAM**

## **HOUSTON, TEXAS; OAKLAND, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

In Houston, the program serves over 900 students in grades 1-9, including students who are disadvantaged, bilingual, physically handicapped, or mentally retarded. In Oakland, 500 elementary, junior, and senior high school students are served. The program is also being used in about 30 additional sites across the country.

### **YEAR STARTED**

In Houston, the pilot program began in 1971, and the full-scale program started in 1973. In Oakland, the program began in 1972.

### **STAFF**

The program utilizes 1 paraprofessional tutor with each pair of students. Tutors receive 15 hours of inservice training in management of the program and must demonstrate proficiency in program procedures before becoming a certified tutor. The first 2 years of the project are managed by faculty of the Monterey Learning Systems, Incorporated. This includes continuous monitoring of each pupil's performance data and follow-up visits as necessary.

### **MAJOR FEATURES**

This individualized program uses highly structured and sequenced practice materials and teaching procedures that enable nonprofessional aides, parents, volunteers, or other students to operate effectively and accountably as program tutors. The reading program itself is a decoding instructional procedure for both remedial and developmental reading. Through a minicomputer, the program manages student learning activities by analyzing each student's performance on specific tasks and recommending appropriate steps. The program has also developed a strategy to determine how much training time a student will typically require before his reading ability will match his grade placement level. Instruction is conducted by a trained tutor in daily 30-minute sessions with 2 students. For the first 15 minutes of the session, the students take turns responding to sequentialized decoding tasks with the tutor, who scores their responses. For the next 15 minutes, the students take turns practicing decoding tasks in graded readers at their grade levels, and again their responses are scored. The pupils are allowed to progress at their own rate at 90% to 94% accuracy. The program also has schedules for optimizing learning rates and includes branches of learning activities used with students having problems at a specific difficulty level.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program can be operated in any space available. Materials include the Monterey Reading Program booklets in which teachers record students' scores, 2 books of word lists, a TOTE instructional decision device (a process monitoring system), accountability forms, and whatever graded reading series is normally used in the district.

### **COST**

Total cost of the 2-year management system, including training, certification, data processing and reports, accountability forms, materials, follow-up visits, etc., is \$6,000 per year for 20 tutors and at least 250 students per year. At both sites, the average, annual per-pupil cost of the program during the supervision phase exceeds that of the regular program by less than \$25, assuming 250 students per year are served. After the program management is turned over to the district in the third year, annual per-pupil costs drop to less than \$10.

### **FOR FURTHER INFORMATION**

Gretchen Grady, Program Coordinator  
Monterey Reading Program  
McClymonds High School  
2607 Myrtle Street  
Oakland, California 94607

Ronald L. Klinger  
Director, Student Services  
3830 Richmond Avenue  
Houston, Texas 77027

Betty Igel  
Monterey Learning Systems, Inc.  
99 Via Robles  
Monterey, California 93940

## **RIGHT TO READ**

### **BROOKLYN, NEW YORK**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 75 students in the second and third grades at New York City's Public School 11. The students live in the inner-city area, are predominantly black, and come from low-income families.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The school principal serves as program coordinator. A full-time reading teacher provides instruction in the Individualized Skills Center and conducts inservice training. A full-time paraprofessional aide works in the Center, and parent volunteers assist. Special resource persons, including the district reading coordinator and school guidance personnel, are available as needed.

#### **MAJOR FEATURES**

Diagnostic tests are used to identify those students who are reading at least 2 years below their grade level. They are then offered special instruction in the Individualized Skills Center (ISC) for about 1 hour each day. Instruction is based on a diagnostic-prescriptive approach and provides individualized activities in 5 working stations. A controlled reader station utilizes Educational Developmental Laboratories (EDL) materials to help students develop more efficient visual activity during reading and to improve comprehension, visual coordination, and directional word attack skills. A listening station features EDL materials for sequential instruction in reading, listening, and speaking. At another station, individualized materials, mainly Barnell Loft's Specific Skill series, are available which allow students to progress at their own rate and to evaluate their own work. Phonics materials, both commercial and teacher prepared, are provided at a fourth working station. The fifth station is a library area stocked with more than 200 books and 50 records. In addition to providing instruction for students with reading skill deficiencies, the program includes inservice training for regular classroom teachers on the diagnostic-prescriptive approach to reading instruction. The ISC teacher conducts workshops in reading techniques and offers demonstrations of techniques, reading machines, and equipment utilized in the Center.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in the Individualized Skills Center, a classroom that has been decorated to provide a comfortable learning environment. Reading materials published by EDL and Barnell Loft and teacher-prepared phonics materials are essential to the program.

#### **COST**

For the original program enrollment of 90 students, the initial total cost of instructional materials was \$3,000. It costs about \$500 per year to maintain these materials for the present program enrollment of 75 students.

#### **FOR FURTHER INFORMATION**

Daniel Levy, Coordinator  
Right to Read  
Public School #11  
419 Waverly Avenue  
Brooklyn, New York 11238

## **ESPANOLA READING CENTERS (REMEDIAL)**

### **ESPANOLA, NEW MEXICO**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 50 pupils in grades 2-4 at 2 elementary schools. These pupils are those whose reading achievement is significantly below their reading potential. They live in a rural area, most of them come from low-income families, and many are Spanish-speaking.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The program is staffed by a part-time administrator, 2 full-time remedial reading teachers, and 2 full-time paraprofessional aides.

#### **MAJOR FEATURES**

Using current student scores from reading tests and mental ability tests, the remedial reading teachers identify students whose reading potential is significantly greater than their reading achievement. The teachers then attempt to determine the causes of each student's learning disability, using tests for visual perception and visual acuity, hearing loss, and mixed hand dominance or directional confusion. They study each student's health history and attempt to determine his social and emotional adjustment. The teachers organize the information resulting from testing and observation into a student case history. Then, after a thorough study of the student's problems and needs, they plan and provide to each child a highly individualized program of reading instruction. To arouse students' interest and motivate them to maintain their efforts, the teachers attempt to avoid monotony by varying materials, activities, and each student's daily lesson plan. Students are given many opportunities for success, and token rewards are used for motivation and for modification of students' behavior. Necessary drills are transformed into games, and materials are selected to meet students' stated interests. Group and individual conferences are held to inform parents and classroom teachers of students' specific areas of reading difficulty, to suggest reinforcement activities, and to report on students' progress.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in a special reading center, which the children attend for 1 hour a day, 4 days a week. Materials used in the program include filmstrips, tapes, records, transparencies, vocabulary cards, Flash-X materials, Reader's Digest skill builders, the SRA Reading Lab, and basal readers that are not used in the classrooms, as well as games, charts, and teacher-made materials. Program staff feel that none of these materials are essential to the program.

#### **COST**

The total cost of instructional materials for a class of 30 is \$393. The average, annual per-pupil cost of the state's regular program is \$732. The annual per-pupil cost of this program is between \$400 and \$499.

#### **FOR FURTHER INFORMATION**

Rosina E. Ready  
Remedial Reading Teacher  
Espanola Elementary School  
Espanola, New Mexico 87532

**PATTERSON ROAD ELEMENTARY SCHOOL**  
**FORMULA PHONICS READING CHAIN**  
**ORCUTT, CALIFORNIA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves 320 students in grades 2-6. The majority of students are white and come from low- and middle-income homes in the suburbs of a small city near a large military installation.

**YEAR STARTED**

The program began in 1972.

**STAFF**

The program employs the school's 11 regular teachers. The principal and a reading specialist coordinate and monitor the program. On-site training includes viewing both staff-development and pupil-patterning video tapes.

**MAJOR FEATURES**

Staggered scheduling allows 2 ungraded Reading Chains of 12 groups each to meet 45 minutes daily. Grouping is not by grade level but by reading comprehension. The reading specialist and classroom teachers teach the Reading Chain groups in a morning and afternoon reading class called a "Dialog Group." Less advanced groups serve 10 to 12 pupils; the more advanced serve 15 to 18. Initially, teachers are assigned groups by lottery and rotate groups every 5 weeks. Pupils move up the chain on teacher recommendation. The program starts with every pupil viewing the same 10 half-hour Formula Phonics video tapes, which teach them a system for decoding. During the Dialog Groups, the oral reader (called the "model") uses the system to decode unfamiliar words. Reinforcement is accomplished in a companion spelling program and in follow-up activities. In every room, wall charts display the formula and basic decoding information. Literature that is read and discussed in Dialog Groups is at least 2 years *above* the group's tested total reading level. No child is ever placed in a group where he will read below his class level. Reading matter—short stories first, then novels and other works—is chosen for its literary worth and interest level. Instruction is designed to move quickly from questions that clarify the reading to discussions involving Socratic dialoging, which teaches critical thinking skills and open-ended questioning at the highest level. Thinking processes and reading skills are strengthened by paper-and-pencil tasks keyed to the reading experience. Pupils move from the Dialog Group to regular classrooms where they read, orally or silently, in content areas and for information and pleasure.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Essential items include a video playback unit and television set, a set of video tapes or cassettes, pupil patterning and spelling books, teacher manuals, and wall charts. A wide range of reading matter and reference materials is also desirable.

**COST**

First year cost of Formula Phonics instructional materials for a class of 30 is \$80.75. There is no cost the second year. The one-time cost for a playback unit and the video tapes is about \$3,200. The current annual per-pupil cost for the regular district program is \$1,041, which covers the cost of this special program.

**FOR FURTHER  
INFORMATION**

Jerry Coker, Principal  
Patterson Road Elementary School  
400 East Patterson Road  
Orcutt, California 93454

Edward O. Vail, President  
Integrative Learning Systems, Inc.  
326 West Chevy Chase Drive, #11  
Glendale, California 91204

# **IMPROVING SPECIFIC LEARNING BEHAVIOR THROUGH INTENSIFIED READING ROCHESTER, NEW YORK**

## **PROGRAM SIZE AND TARGET POPULATION**

Approximately 5,500 students in grades 2-6 are in the program. They are disadvantaged black, Spanish-speaking, and white children living in inner-city neighborhoods. All of the program schools, 16 public and 6 nonpublic, receive Title I funds.

## **YEAR STARTED**

The program began in 1972.

## **STAFF**

The program is staffed by a supervisor and assistant supervisor, both of whom are former reading teachers, 32 reading teachers, and 43 reading paraprofessionals. Monthly inservice training meetings are largely the responsibility of the supervisor, who plans the sessions to include information on current trends in reading instruction, diagnostic procedures, and innovative materials.

## **MAJOR FEATURES**

This program is designed to teach those students who are at least 2 grade levels behind in reading to become independent learners while they systematically develop their reading skills. Each child's reading strengths and weaknesses are diagnosed from the results of a variety of instruments—standardized tests, diagnostic tests, and informal checklists. With this information and the child's performance on a criterion-referenced test, the reading teacher plans an instructional program that is appropriate for the child's functioning level and interests and which includes 2 to 4 activities that teach a particular skill. Children work in groups according to skill needs; but, as they become competent with that skill, they are encouraged to work independently until they progress to a point that small-group instruction in a new skill would be more beneficial. Periodic administration of criterion-referenced tests provides pretest and posttest information about each skill. To practice their skills, the children read and work in a variety of reading materials and then meet individually with the reading teacher, who informally assesses how well the skills emphasized in the materials were learned. Progress is carefully noted by means of extensive record-keeping. Information on each child includes his progress on a Sequential Reading Skills list; a list of his skill strengths and deficiencies; his instructional program and daily hand-written comments about his progress; criterion-referenced data; and scores from all his tests.

## **FACILITIES, MATERIALS, EQUIPMENT**

The High Intensity Learning System, a classroom management system keyed to about 40 publishers' materials, provides the organization for activity selection. The materials, including tape recordings, controlled reader exercises, kits, and paper-and-pencil activities, are self-pacing and self-correcting and include frequent brief tests, which the child scores himself so that he can analyze his mistakes.

## **COST**

The total cost of instructional materials for a class of 30 is \$9,000. The average, annual per-pupil cost for the regular district program is \$400. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

## **FOR FURTHER INFORMATION**

Jean Larson  
Reading Supervisor of Title I Programs  
Rochester City School District  
410 Alexander Street  
Rochester, New York 14607



# **SAN JUAN COUNTY SCHOOL DISTRICT STRUCTURED TUTORING**

## **BLANDING, UTAH**

### **PROGRAM SIZE AND TARGET POPULATION**

This project serves Navajo students scoring in the lower 40% of their class on CAT reading and math tests and on the locally developed Work Habits, Attitudes, and Student Behavior Checklist. During the 1973-74 school year, program participants included 151 students in 1 junior high school and 357 second- through sixth-grade students in 4 elementary schools. Most students come from low-income (under \$6,000) families in a rural area.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

A full-time project coordinator provides 3 days of inservice training for building coordinators in each project school. The building coordinators, in turn, train the tutors at their schools. During the 1973-74 school year, the project was served by 25 full-time Title I tutors and by 15 part-time tutors from the College of Eastern Utah. Nearly all the tutors are Navajo.

### **MAJOR FEATURES**

Tutoring methods are based on the Beginning Reading I and Beginning Reading II programs developed by Dr. Grant von Harrison of Brigham Young University. Students using the von Harrison materials spend 15 minutes a day, 4 days a week, working on decoding skills with an adult tutor. During these one-to-one tutoring sessions, flashcard procedures and monitored oral reading techniques are used extensively. Tutees learn to pronounce and then to blend the letter sounds they see represented on alphabet flashcards. By arranging and rearranging their alphabet cards, the tutees learn to write and to pronounce new words and phrases. The tutees also practice reading aloud from program workbooks and from second- and third-grade level materials available in the school libraries. During these oral reading sessions, the tutors pronounce and explain words which are unfamiliar to the tutee. Often, the tutor creates flashcard drills to help each tutee incorporate important new words into his basic reading vocabulary. As the tutees' skills progress, timed reading drills are used to develop reading speed and accuracy and to learn phonetic rules. The tutors keep daily records of each tutee's progress and make a point of praising tutees when they successfully complete program exercises.

### **FACILITIES, MATERIALS, EQUIPMENT**

The von Harrison Beginning Reading I and Beginning Reading II materials are commercially available. Materials include tutors' manuals, pretests and posttests, student profile sheets, tutor logs, and learning gains summaries. Tutoring activities for this project take place in the library and in hallways outside the students' regular classroom.

### **COST**

The total cost of instructional materials for a class of 30 is \$30. The average, annual per-pupil cost for the regular district program is \$604. The annual per-pupil cost of this program exceeds that by \$50.

### **FOR FURTHER INFORMATION**

Ray Brown  
Coordinator for Title I Education  
Blanding Indian Education Office  
Box 746  
Blanding, Utah 84511

# **LEARNING CENTER FOR CORRECTIVE READING**

## **McALLEN, TEXAS**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 565 students in grades 2-7 at 9 elementary schools and 1 junior high school. The students are predominantly Spanish-speaking and come from low-income families in a small city.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The program is staffed by a half-time coordinator, 23 teachers, and 20 full-time paraprofessionals. Teachers receive 36 hours of preservice and 5 days of inservice training planned and conducted by the coordinator, covering instruction in diagnosis, development of instructional objectives and educational prescriptions, and effective teaching techniques. Paraprofessionals receive 10 hours, plus 5 days of training in operating equipment, lettering, and media skills.

### **MAJOR FEATURES**

Students selected for this program are from 1 to 3 years below grade placement level in reading, must have the potential to be helped by an intensified, individualized reading program, and have reasonable facility in English. Students are referred to the Center by the classroom teacher, using information obtained from cumulative files. The Learning Center teacher makes the final selection of pupils after analyzing data obtained from group surveys, diagnostic tests, informal inventories, and other assessment instruments. Priority is given to those students who have been in the program previously but failed to attain their goals. The program design is of a highly individualized, prescriptive nature made possible by maintenance of a low teacher-student ratio, with groups not exceeding 6 students per teacher in an average 45-minute period. A smaller number is much preferred, with 2 to 3 students being optimum. The students in this program follow an individualized lesson plan that is revised every 2 weeks by the Center teacher. Individually, each student spends approximately 15 minutes with the Learning Center teacher developing needed skills, about 15 minutes with a paraprofessional who reinforces these skills, and the rest of the period interacting independently with the wide range of multimedia instructional materials available. A contract system is used that gives students some responsibility for their own learning. Students remain in the Learning Center from 4 to 8 months or until such time as the Center teacher and the classroom teacher feel that the student has attained his goals or is no longer profiting from this instruction.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in a separate building at each of the 10 sites. Each building houses separate stations equipped with adjustable tables and chairs, built-in storage areas, rugs, tape recorders, filmstrips, controlled readers, flashcards, games, and a wide variety of teacher-prepared and commercially available materials.

### **COST**

The total cost of instructional materials for a class of 30 is \$560. The average, annual per-pupil cost for the regular district program is \$665. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

### **FOR FURTHER INFORMATION**

Margaret Jordan  
Coordinator of Elementary Instruction  
McAllen Independent School District  
110 South Tenth Street  
McAllen, Texas 78501

**PROJECT MEANINGFUL EDUCATION  
SANTA ANA UNIFIED SCHOOL DISTRICT  
SANTA ANA, CALIFORNIA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves almost 1,800 students in grades 2-8. The children, over 40% of whom are Spanish-speaking, live in a medium-size city and come largely from lower- and middle-income families.

**YEAR STARTED**

The program began in 1971.

**STAFF**

The program is staffed by a director experienced in reading and 59 teachers. Consultants are employed for a total of 12 days a year, and teachers entering the program for the first time participate in summer training sessions.

**MAJOR FEATURES**

The focus of the project is to increase the effectiveness of teachers in the classroom with the use of learning centers, individual contracts, and improved diagnosis. To facilitate this goal, a 2-week preservice seminar on learning centers is held for teachers. In addition, teacher planning and staff development sessions are arranged with district resource staff and consultants to provide further training in individual student assessment, organization of learning centers to facilitate individualized instruction, and effective grouping techniques. Actual classroom implementation begins with pretesting students, prescribing appropriate activities, and establishing the learning centers, at which 2 or 3 students work at one time. Centers focus on development skill building, reading-listening skills, reading-viewing skills, reading games, reference-study skills, directed reading, special projects, writing activities, and other media usage. Materials in the centers are changed frequently to maintain interest. For individual instruction, a contract reading center is also established to utilize contract goals involving the same skills taught at the other learning centers. Students are grouped and assigned to centers according to their needs, and progress is reviewed in weekly student-teacher conferences. Students are assigned to 4 centers per week involving from 1½ to 2 hours of the school day. Parent contact is maintained through regular conferences, newsletters, and informational meetings.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Both open space and self-contained classrooms are used. Materials required for a class of 30 include 1 cassette recorder, 4 headsets, 1 listening post, several copies of various programmed skills practice books, paperback books, and other learning center materials.

**COST**

The total cost of instructional materials for a class of 30 is \$750. The average, annual per-pupil cost for the regular district program is \$908. The annual per-pupil cost of this program exceeds that by less than \$50.

**FOR FURTHER  
INFORMATION**

Janet Van Emon  
Area Supervisor, Reading  
Santa Ana Unified School District  
1405 French Street  
Santa Ana, California 92701

## **NEUROLOGICAL IMPRESS METHOD (NIM)**

### **INDIANAPOLIS, INDIANA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves between 1,300 and 1,500 students a year in grades 2-8. They attend a total of 18 inner-city, urban, and rural parochial schools.

#### **YEAR STARTED**

The program began in 1968.

#### **STAFF**

The program is staffed by a director, a coordinator, and 90 volunteers who operate the program in the schools.

#### **MAJOR FEATURES**

The Neurological Impress Method (NIM) is a multisensory group approach to reading improvement. For 15 minutes a day, the child simultaneously reads aloud, listens, and tracks with the index finger of his writing hand. The program uses locally developed tapes made from reading materials that are not used in the regular classrooms. The children work in groups of 8, using earphones to listen to the tapes, and as many as 12 groups of 8 can work in 1 day. Students are grouped according to reading level and, in graded schools, according to grade level. Initially, the reading material on the tapes is several years below the reading level of the group. The early tapes move rather slowly with a distinct rhythm, and speed increases as the difficulty level of the material is raised. Books and tapes are color coded so that the grade level of the materials is not apparent to the students. A volunteer works with each group of students. Her tasks are to focus students' attention on the activity, to ensure that they are tracking properly and with the correct hand, to make sure each child is using binocular vision, and to encourage the children to read aloud. Positive reinforcement is used. Mistakes are ignored, and children are not quizzed on comprehension. If a child is absent, he continues to work with his group and does not make up any tapes he has missed. Children participate in this program every day for 32 school days. The purpose of the program is to suppress the children's incorrect reading habits and replace them with fluid reading habits. The method also exposes the child to a large number of words over a short time period and forces him to increase his reading rate.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Each program uses between 50 and 100 tapes, selected from 32 locally prepared tapes per grade. A tape player, 8 earphones, a long table, chairs, and a divider are also used. Program activities take place in a small room in the school.

#### **COST**

The total cost of instructional materials for a school is \$300. The average, annual per-pupil cost of 1 school's regular program is \$500. The annual per-pupil cost of the NIM program costs an additional \$8 to \$15 per pupil.

#### **FOR FURTHER INFORMATION**

Ruth Thomas, Director of Reading  
Office of Catholic Education  
131 South Capitol Avenue  
Indianapolis, Indiana 46225

# **FLAGSTAFF SCHOOL DISTRICT REMEDIAL READING PROGRAM**

## **FLAGSTAFF, ARIZONA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves more than 600 students—American Indian, Chicano, and Anglo—in grades 2–9 from 7 elementary schools, 2 junior high schools, and 2 parochial schools. All of these schools receive Title I funds.

### **YEAR STARTED**

The program began in 1966.

### **STAFF**

The program is staffed by a director, 13 remedial reading teachers, and 3 teaching assistants who are placed in schools in which the students have the most need. Regularly scheduled monthly inservice training sessions provide teachers and assistants with an opportunity to discuss specific problems, share ideas, learn a new technique, or review new materials.

### **MAJOR FEATURES**

Target schools are selected on the basis of Title I economic deprivation criteria. Within these schools, student eligibility is based on achievement, and students are referred in priority order, lowest achievement score first. Students listed in first and second priority (standard achievement scores in stanines 1, 2, and 3) must be placed in Title I classes unless a more appropriate placement is available—special education, learning disabilities, emotionally handicapped classes, etc. Once accepted by the program, the child participates in an extensive screening process that tests all his reading skills and uncovers any specific visual or auditory abnormalities that require special attention. Teachers use this total diagnosis to plan and suggest activities for the students to work on each day. Typically, a group of 7 to 10 children is scheduled to be in the special reading room during each 30- to 45-minute period (45 minutes to 1 hour in junior high). Because of the small class size, teachers are able to monitor each child's progress and to adjust his study plan as his needs change.

### **FACILITIES, MATERIALS, EQUIPMENT**

Each participating school has at least 1 special classroom for remedial reading instruction. Materials used are commercially available remedial reading programs or teacher-constructed materials that promote language development, develop listening and reading skills, and improve self-concept.

### **COST**

The total cost of instructional materials for a class of 30 is \$500. The average, annual per-pupil cost for the regular district elementary program is \$854. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

### **FOR FURTHER INFORMATION**

Don C. Clark  
Assistant Superintendent  
Flagstaff School District  
701 North Kendrick Street  
Flagstaff, Arizona 86001

## **LANGUAGE ARTS RETRIEVAL SYSTEM**

### **COLORADO SPRINGS, COLORADO**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 2,890 students in 12 schools in grades 3-6. The students, who are randomly selected from the school population, are primarily white and come from families whose annual income ranges from \$6,000 to \$30,000.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The supervisor for elementary education developed the system. Once the system is operating, 1 hour per day of aide time will maintain the program.

#### **MAJOR FEATURES**

This retrieval system is essentially a method for correlating all the components of an existing language arts program according to instructional objectives. The program includes materials from 5 different publishers, as well as teacher-made supplementary materials. Using the basal text for reading instruction as the touchstone, the system coordinates all the other materials with the basal series. Most of the materials are filed in a central resource room from which the teacher requests what he needs for the next unit, for a specified number of children. An aide then pulls the materials and duplicates the worksheets and evaluation papers. The teacher receives (1) the instructional objectives for that unit, (2) for each objective, a skill chart of all the relevant pages in the workbook and in the spelling and language texts, (3) dittoed copies of reinforcing exercises and evaluation papers, (4) overhead projection transparencies, and (5) relevant passages in the comprehension kits. The reading program has now become a synthesized language arts program, and the student can use several different approaches to work on a skill. In addition, he follows a single systematic sequence in learning language skills rather than a separate track for each component. The teacher has more time for actual instruction than he had before the retrieval system was available, and he has at hand a larger variety of reinforcing exercises for each teaching objective. The program lessens the duplication of effort by teachers and facilitates sharing of teacher-made materials.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Central files to hold all the supplementary material are the only special facilities needed.

#### **COST**

The total cost of instructional materials for a class of 30 is \$190. The average, annual per-pupil cost of the regular district program is \$845. The annual per-pupil cost of this program exceeds that by less than \$1.

#### **FOR FURTHER INFORMATION**

Terrance D. Linnan, Elementary Supervisor  
Colorado Springs School District #11  
1115 North El Paso Street  
Colorado Springs, Colorado 80903



## **LEARNING CENTERS FOR READING AND MATH**

### **ALBANY, NEW YORK**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 800 students in grades 3-6 at 5 elementary schools. The children, selected low achievers, come from low-income families in the inner area of the city; over 40% of them are black.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

The program is administered by the ESEA Title I central staff, the Director of Elementary Education, and the principals of the 5 participating schools. Their program responsibilities are part time. There are 6 Learning Centers in 5 different schools. Staffing varies proportionately to the number of children served. The total supplementary staff includes 12 teachers and 14 aides.

#### **MAJOR FEATURES**

This is an individualized, diagnostic-prescriptive program of instruction for reading and mathematics with emphasis on reading. Supplementary instructional teachers and aides support the regular classroom teachers and facilitate small-group and individualized instruction. Goals of the program are to provide individual attention for each student, to teach students to work independently, and to develop in students an understanding of their own potential. Mastery is reached when a student attains above the 80% level of accuracy on the prescriptions and posttests assigned to any particular instructional objective. Thus, each student is given the opportunity to overlearn, with retention being the main goal. Records for each child include standardized and criterion-referenced test scores, a list of skills remediated during the year, scores achieved on each prescription, and the learning activities and materials used. These records assist teachers in individualizing instruction, with special attention to the learning modes used by each student. Also, as certain materials are found to be effective in remediating a skill, they are coded to the corresponding objective and included in materials correlation charts used in prescribing instruction. An ongoing inservice program for all teachers and aides involved is also an important program component.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Both self-contained and open space areas are used. The extensive materials include audiovisual equipment and commercial and locally prepared instructional materials. Because their immediate accessibility to both children and teachers is essential, considerable space is needed for display, for ready use, and for storage.

#### **COST**

In 1974-75, the High Intensity Learning Systems (HILS) was incorporated as a management system for the reading component. Materials purchased in previous years were coded into HILS, and most are nonconsumable. The total cost of HILS, the required inservice, and the instructional materials for reading and math in a learning center serving at least 150 students is approximately \$7,500. The average per-pupil cost for instructional materials for 1974-75 is \$38. The average, annual per-pupil cost for the regular district program is \$1,805. For 1974-75, the per-pupil cost of this program exceeds that by approximately \$530. In succeeding years the annual per-pupil cost should be lower.

#### **FOR FURTHER INFORMATION**

E. Olive Jennings  
Coordinator of Compensatory Education  
City School District of Albany  
Administration Building—Academy Park  
Albany, New York 12207

## **INTERMEDIATE LANGUAGE DEVELOPMENT PROGRAM**

### **COLUMBUS, OHIO**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 1,284 disadvantaged students in grades 3-6. The students, over 50% of whom are black, live in the inner area of a large city and come largely from low-income families.

#### **YEAR STARTED**

The program began in 1966.

#### **STAFF**

The full-time staff consists of a director, 1 teacher per 30 to 35 students, 1 program coordinator per 25 teachers, and an evaluation specialist. Most staff members receive about 1 day per month of inservice training.

#### **MAJOR FEATURES**

Program objectives include providing supplementary reading instruction to students achieving at least 1 year below grade level in reading; providing staff development activities in the teaching of reading; improving facilities and materials used in reading instruction; and stimulating student interest in reading. Underachieving children identified for the program are tested, grouped, and scheduled into the program according to their needs. Class size is limited to 6 or 7, with no more than 35 children being served during the day. The amount of instruction time varies for individual students, but averages 4.2 hours per week. The program utilizes a variety of methodologies, but primarily is based on instructional objectives, diagnosis, documentation of needs, profile development, and varied learning activities to meet needs. All of these components are developed by the staff itself. For example, teachers develop and use Activity Reference Cards, which state objectives and appropriate activities to meet them. Objectives covered include visual discrimination, word perception, word meaning, comprehension, and study skills. An Activity Resource File containing items that can be reproduced and used by the children is also available. Student mastery of all objectives is measured on a pretest and posttest basis with criterion-referenced tests, and a profile of achievement is maintained for each child. A wide range of media used in learning activities includes reading laboratory kits, controlled readers, tapes and records, programmed materials, filmstrips and tachistoscopic materials, workbooks, reference materials, typewriters, art media, and games.

#### **FACILITIES, MATERIALS, EQUIPMENT**

All teachers have their own laboratory for small-group work in participating schools. A variety of commercially prepared and teacher-prepared materials and equipment is used.

#### **COST**

The total cost of instructional materials for a class of 30 is \$3,500 in the initial year and \$300 for each subsequent year. The average, annual per-pupil cost for the regular district program is \$615. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

#### **FOR FURTHER INFORMATION**

Frank A. Maraffa, Director  
Instructional Services  
Columbus, Ohio City School District  
270 East State Street  
Columbus, Ohio 43215

## **TITLE I READING**

### **MIDWEST CITY, OKLAHOMA**

#### **PROGRAM SIZE AND TARGET POPULATION**

Each year over 600 disadvantaged elementary school children from all ethnic backgrounds, in grades 3-6, participate in this program. The 8 schools these children attend were selected because they meet Title I guidelines of economic and cultural deprivation.

#### **YEAR STARTED**

The program began in 1966.

#### **STAFF**

The Title I Reading Coordinator had the major responsibility for operation of the program. Eight reading specialists, all veteran teachers, work with small groups of children at their assigned school. The district Director of Elementary Instruction is always available for consultation. The Title I Coordinator and the reading specialists feel that communication is a most important success factor and meet weekly to share effective techniques and new materials.

#### **MAJOR FEATURES**

For those children referred by their classroom teachers for remediation in the reading lab, this program emphasizes reading enjoyment and self-concept improvement through reading success. Realizing the importance and value of variety, the staff has made many supplementary teaching aids, games, puzzles, and child-written booklets so that they can meet the needs and hold the interest of all program participants. If a child shows no interest in what is available, the reading specialist experiments with new techniques and materials until she finds what will teach him most successfully by being most interesting and most appropriate for his particular reading needs. The student begins working at his functioning level, as determined by the results of a placement test; as he succeeds in one level and moves to the next, his progress is logged on a graph. Scheduling is the classroom teacher's responsibility, but no child goes to the reading lab during his regular reading class, recess, gym, or music period. Each lab accommodates 5 groups of 8 children each. All selected children participate for at least 1 semester, 45 minutes every day; depending on their achievements, they may continue for another semester or may drop out and resume the following semester.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Seven of the schools have specially equipped laboratory rooms; the eighth school and a parochial school are served by a mobile laboratory. For both group and individual activities, each lab has 2 large tables, chairs, and 8 study carrels; 3 labs have additional carrels for electric typewriters. Besides the many teacher-constructed games and library books for reinforcing skills, each lab has a tachistoscope, cassette recorder, and various commercial skill-building kits.

#### **COST**

The total cost of instructional materials for a class of 30 is \$150. The average, annual per-pupil cost for the regular district program is \$616. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

Ula K. Garst  
Title I Reading Coordinator  
Midwest City-Del City Public School  
District 52  
607 West Rickenbacker  
Midwest City, Oklahoma 73110

## **TITLE I COMPENSATORY READING CENTERS GREENVILLE, SOUTH CAROLINA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 1,650 disadvantaged students in grades 3-7 at 10 elementary schools and 3 middle schools. The students, over 20% of whom are black, reside in a large urban residential area and come from low-income families.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program is staffed full time by 1 coordinator, 1 assistant, 16 reading teachers, and 16 aides. Teachers and aides receive 5 hours of inservice training at the start of the program and 3 hours per month thereafter.

### **MAJOR FEATURES**

Reading centers in the elementary and middle schools are designed to give intensive individualized instruction in basic reading skills. Students at least 1 year behind grade level at the elementary level and 2 years behind at the middle level are selected for the program through teacher recommendation or diagnostic tests. Reading center instruction supplements regular classroom work. In each elementary school center, 120 students attend daily in groups of 20 children for 45 minutes. Each middle school has 150 students attending daily in groups of 30 for 55 minutes. Each center is staffed by at least 1 trained reading teacher and aide. Many instructional methods are used, including machines, programmed learning, language experience, phonics, linguistics, and basal instruction, and they cover a wide range of instructional levels. Numerous books are provided for independent reading and skills application, and games are used to reinforce skills. Students are directed to activities that best meet their needs, and they have free time for reading as well. The elementary centers are completely individualized, while the middle schools work with small groups with similar needs. Following diagnosis, students are given prescription sheets stating learning goals and lessons; they learn at their own rate. In addition to help on reading, group meetings with the children are held for the purpose of building positive attitudes about themselves, other people, and reading.

### **FACILITIES, MATERIALS, EQUIPMENT**

Each school furnishes space for a reading center. A variety of learning materials is used, among them the Hoffman Reading Program and the Dorg-Warner System 80. Various commercial and teacher-prepared workbooks and worksheets are also employed.

### **COST**

The total cost of instructional materials for a class of 30 is \$5,000 for the initial year and \$500 for each subsequent year. The average, annual per-pupil cost for the regular district program is \$724. The cost of this program exceeds that by between \$200 and \$299.

### **FOR FURTHER INFORMATION**

Toya Van Raden, Reading Coordinator  
Title I Compensatory Reading Centers  
349 Loop Street  
Greenville, South Carolina 29605

# **INTEGRATED ACTION PROGRAM IN READING**

## **HOWELL, NEW JERSEY**

### **PROGRAM SIZE AND TARGET POPULATION**

Initially the program served 36 third-grade students. It is being expanded to include some students in grades 4-6. The students are white and live in a small town and rural area; they are from low-income families.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

The staff consists of the school principal, who provides leadership and supervisory skills; a reading teacher, who acts as a resource person; and 2 classroom teachers, who plan and carry out instruction. Two hours of inservice training acquaint teachers with the goals and methods of the program.

### **MAJOR FEATURES**

The primary goal of this program is to provide individualized reading instruction to meet the needs of each student. Commercial and locally developed tests are used to determine the reading achievement and deficiencies of students. Skill groups are then formed of students who have the same instructional needs. Phonetic and linguistic approaches are used, with a concentration of reading materials by grade and difficulty level. Emphasis is given to reading skill development. No grades are given, and students are allowed to change groups as their needs indicate.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program is carried out in regular classrooms with no special features. Essential materials include basal readers, a large collection of children's books, and audiovisual reading materials.

### **COST**

The total cost of instructional materials for a class of 30 is \$750. The average, annual per-pupil cost for the regular district program is \$951. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Maurice S. Kaprow  
Supervisor of Instruction  
Griebling School  
Farmingdale, New Jersey 07727

## **"RAMP"—READING AND MATHEMATICS PROGRESS**

### **PARAMOUNT, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 1,200 white and Spanish-speaking students in grades 4-6. The 5 elementary schools using the program are part of a diverse district in which some children live in a small city under 200,000 in population, and others live in the inner-city section of a large city. The average income of the participants' families is below \$6,000.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

A full-time project leader directs the system and is the liaison between the funding agency and the district. Two full-time diagnosticians with special training in reading and math develop materials, assist teachers, and evaluate the children.

#### **MAJOR FEATURES**

The "RAMP" program, a management system developed by the district, addresses the task of giving each of 35 students in a classroom an individualized program. Reading and math subskills have been isolated and 3 diagnostic instruments written for each one. For example, if the child reveals a difficulty with short vowel sounds on his first test, the teacher gives him extra instruction in that area. Then he is given a second test to determine if he is proficient. If so, he moves on to another skill; if not, he has some further specific instruction and then takes the third test. Throughout this process, the child has access to a classroom chart that lists the skills he is expected to have and his scores on skill tests. He can see where he has succeeded, and where he needs more work. The teacher has a specific map of instruction that will vary for each child, but from which she can readily see how to form temporary small groups to work on one particular skill. The subskills are assumed to be universal to all the reading programs so the system is adaptable to any classroom, irrespective of materials or teaching method. The diagnosticians organize an inservice program to train teachers to use the management system within their own classrooms.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The initial system, including the criterion-referenced tests, was developed by the district staff and is the only essential ingredient to the program. It can be used in conjunction with any group of reading materials.

#### **COST**

Instructional materials for a class of 30 for the first year only is \$2,045. After this start-up cost, there is no special maintenance cost. The average, annual per-pupil cost for the regular district program is \$1,012. The first-year cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Lynne R. McConahey  
Project Leader, RAMP  
Paramount Unified School District  
15110 California Avenue  
Paramount, California 90723



# **BRENTWOOD EDUCATIONAL SYSTEM FOR TESTING—READING (BEST)**

## **BRENTWOOD, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

All students in grades 4–6 in 6 schools, over 2,100 pupils, are involved in the BEST system. They live in a suburban community in which 11% of the school population receives AFDC and the per-pupil valuation of the land is the lowest in the state.

### **YEAR STARTED**

The program began in 1973.

### **STAFF**

The staff members directly involved with the program are the district curriculum coordinator, 6 reading teachers who manage the program at each school, 72 teachers, 6 aides, and a district-employed computer programmer.

### **MAJOR FEATURES**

The Brentwood Educational System for Testing is a system of measuring and monitoring the growth of each student's reading comprehension. Necessary skills for comprehension are written as behavioral objectives in a manual designed by staff members for students to use. This manual is cross-referenced in another manual to one set of basal readers. Presently, the manual covers instructional objectives through the seventh-grade level. BEST does not confine teachers to any one method of reading instruction. For instance, some teachers spend 30 minutes a day on reading instruction, and others spend up to 2 hours. What it does provide are guidelines for teachers to consider when planning specific classroom activities. Students begin at the level indicated by the results of standardized and informal tests and by teacher designation. After 20 days of instruction, the student is tested on the objectives he has been pursuing, and the results are returned to him on a computer printout that identifies the objectives by number, the correct and incorrect responses, and totals and percentages of correct answers. This enables the student, his parents, and the teacher to quickly identify his weak areas and, because the report is cumulative, to see his progress. Teachers also administer mastery tests that include up to 8 items for each objective. These tests provide additional information about the student's level of performance on that particular objective.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in regular classroom facilities. Each student needs his own manual of instructional objectives and access to the cross-referenced guide. As teachers continue to use BEST, however, they are requesting more supplementary materials that teach to specific objectives. Besides the basal readers, some reading packages and kits are used. The program also uses the district data processing center.

### **COST**

The average, annual per-pupil cost for the regular district program is \$1,700. The annual per-pupil cost of this program exceeds that by only \$.09 per test for computer time.

### **FOR FURTHER INFORMATION**

Raymond Fournier  
Curriculum Coordinator  
Brentwood Public Schools  
Administration Building  
3rd Avenue and 4th Street  
Brentwood, New York 11717

# **GRAPHICS EXPRESSION READING IMPROVEMENT SYSTEM**

## **UNIONDALE, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 214 students in grades 4-6. The students live in a New York City suburb and are from middle-income families. All are 2 or more years below grade level in reading ability.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

For each 100 students, 2 remedial reading teachers and 2 graphics teachers are employed. A teaching assistant helps with retarded and disturbed pupils. Part-time personnel include a coordinator, a psychologist, a learning problem teacher, and a speech therapist. Graphics teachers receive 10 hours of inservice training in the use of videotape equipment and motivational techniques.

### **MAJOR FEATURES**

Students spend about 2 hours per week in the program during the school year. After being oriented to the program, each student has weekly skill assignments prescribed to meet his specific deficiencies. As the year progresses, students learn how the videographic system works and they complete an 8-step process for writing and producing their own shows. This process requires students to (1) select a topic, (2) do research, (3) prepare graphics, (4) write a script, (5) practice reading the script, (6) record a run-through, (7) evaluate the tape, and (8) record a final tape. Reading skills are emphasized throughout the process. After selecting their topics, students use all available resources at their reading level to learn about their subjects, and they are taught to take notes. As the students develop their scripts, they receive help in correcting errors. Any deficiencies in writing are noted, and skill instruction is provided as needed.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in a regular classroom that is broken into areas by portable room dividers. The areas include a listening center, a scriptwriting or dictating center, an art supplies area, a reading skills center, and a videotaping studio. A videographic system (a 3-camera ministudio) is required, and it allows a student to produce his own television show, using special effects such as split screen, fadeins, and fadeouts. The room is also equipped with magazines, over 200 trade and paperback books, skill worksheets, and reading kits.

### **COST**

The total cost of instructional materials for a class of 30 is \$1,000. The average, annual per-pupil cost for the regular district program is \$2,239. The annual per-pupil cost of this program exceeds that by between \$500 and \$999.

### **FOR FURTHER INFORMATION**

Dorothy M. Dietrich  
Supervisor of Reading  
Uniondale Union Free School District  
Uniondale, New York 11553

# **EAST WOONSOCKET ELEMENTARY READING PROJECT**

## **WOONSOCKET, RHODE ISLAND**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves about 350 students, the total population of grades 4-6 at 1 elementary school. Most of these children are white and come from middle-income families.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

In addition to an administrator and 21 classroom teachers, the program is staffed by a full-time media specialist, a full-time library technician, and a half-time reading specialist.

### **MAJOR FEATURES**

To raise the level of reading achievement of pupils in grades 4-6, the East Woonsocket Elementary School purchased an extensive assortment of library media, including books, filmloops, filmstrips, disc and tape recordings, slides, transparencies, and sets of pictures. In order to change the students' attitudes toward reading, gifted pupils are challenged with independent work and slow learners are provided with appropriate audiovisual materials. Children are permitted to check out nonprint media, as well as books, for use at home. Teachers in all subject areas have integrated media center materials into their curricula, sometimes forming a unit of study around available media packages. For reading, which is taught in a continuous progress approach, work in basal programs is supplemented with media materials appropriate to each child's needs and interests. The reading specialist assists the media specialist in selecting reading materials for the media center and also works with the classroom teachers to select appropriate materials for each child. In addition, she helps teachers coordinate new media materials and integrate them into their classroom teaching.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program requires hardware for available media, such as cassette players and filmstrip projectors, as well as space for a media center. The media center contains 5,800 volumes of books, 749 different audiovisual materials (including 434 filmstrips), and periodicals and newspapers in 10 subject areas.

### **COST**

The total cost of instructional materials for a class of 30 is \$750. The average, annual per-pupil cost for the regular district program is \$979. This figure does not include staffing costs. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Nancy Wegimont, Media Specialist  
East Woonsocket Elementary School  
Mendon Road  
Woonsocket, Rhode Island 02895

## **DIAGNOSTIC READING CLINIC CLEVELAND, OHIO**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 1,700 participants in grades 4-7. Program participants are disadvantaged students, both black and white, and live in the inner city.

### **YEAR STARTED**

The program began in 1966.

### **STAFF**

In addition to a part-time program manager, the program is staffed full time for the 1974-75 school year by 33 reading teachers, a nurse, a speech therapist, 3 psychologists, a social worker, and a parent coordinator. Staff members receive between 10 and 30 hours of inservice training each year.

### **MAJOR FEATURES**

Students with severe reading disabilities are bused every day from their schools to the Reading Clinic. Clinic staff compile data about each student in an effort to identify critical factors contributing to the student's reading deficiency. Clinic psychologists make a psychological assessment of the student and his scholastic aptitude. Other members of the interdisciplinary staff assess visual and auditory perception, word analysis skills, oral and silent reading abilities, listening level, and comprehension skills. After appropriate medical and other referrals have been made, Clinic staff provide reading remediation to each student. Long-term service is provided to pupils for whom the prognosis suggests at least a 4½-month to 9-month remediation period. Moderate-term instruction (3 to 4½ months) is provided to other students, and short-term remediation is assigned to pupils at a higher level of mastery who exhibit specific reading disabilities. The students receive individual instruction at the Clinic for approximately 1 hour a day during their remediation periods. After a student is dismissed from the Clinic, a follow-up clinician is assigned to see the child 1 to 3 days a week to help him maintain his skill gains. Substitutes for classroom teachers are provided so that the teachers can attend Clinic inservice meetings, observe their pupils in the Clinic, and discuss their pupils' case histories.

### **FACILITIES, MATERIALS, EQUIPMENT**

Tests used in the Clinic include the Gates-McKillop individual diagnostic reading instrument, the Gates-MacGinitie Standardized Power Reading Test, and the WISC Individual Psychological Assessment. A wide variety of equipment and materials is available in the Clinic. Materials or equipment to be used with individual pupils are determined by an interdisciplinary team.

### **COST**

The average, annual per-pupil cost for reading in grades 4-7 in the regular school district program is \$186. Per-pupil cost for this program represents an additional expenditure of \$407.

### **FOR FURTHER INFORMATION**

Pauline Davis  
Educational Program Manager  
Diagnostic Reading Clinic  
4940 Carnegie Avenue  
Cleveland, Ohio 44103

# **IMPROVEMENT OF READING INSTRUCTION**

## **TITLE I READING SKILLS CENTER**

### **PHILADELPHIA, PENNSYLVANIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 3,000 students in grades 4-7 at 11 elementary schools, including a school for the deaf. Priority is given to about 200 students at each school who are achieving at least 2 years below grade level. The students, over half of whom are black or Spanish-speaking, come largely from low-income homes in the inner city.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

The program is staffed administratively by a full-time reading specialist who serves as coordinator, and a part-time manager. Each center is staffed with a reading teacher, 1 full-time and 1 part-time paraprofessional, and sometimes community volunteers. Teachers and aides receive inservice training in individualized instruction, materials utilization, and instructional assistance techniques.

#### **MAJOR FEATURES**

Instruction in the Reading Skills Center is designed to provide intensive and comprehensive development of reading skills for children in grades 4-7. The program is intended to counteract and/or reverse the trend toward drastic underachievement in reading and to serve as a demonstration unit for the school in which it is situated, as well as for the entire district. Children are rostered into the centers, in groups of 25, according to their needs as determined by the Botel Phonics Inventory and the Group Informal Reading Inventory. Students with the greatest deficiencies attend the center at least 4 periods a week; others come 2 or 3 times a week, and some come for only 1 period of enrichment. As pupils' achievement improves, their attendance rate may be reduced. Often, an entire class works in the center along with its teacher who is able to observe and acquire skills for individualizing instruction in her own classroom. The skills areas stressed in the centers are word attack, comprehension, study skills, and literature. Children are encouraged to work in all 4 areas each period, if possible. Multimodal and multilevel materials are available to permit handling a range of individual needs and interests in each of the skills areas. The Reading Skills Center teacher not only coordinates all activities in the center, but also coordinates reading activities in all grades affected by the center, working with teachers in a staff development role. Nearby parochial schools are encouraged to participate in the program by sending problem readers to the center.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Each of the 11 participating schools has a specially equipped Reading Skill Center, fanning out to satellite minicenters in the school. The program uses various reading materials such as multilevel kits from SRA, Educational Developmental Laboratories, Addison-Wesley, and Random House; and self-instructional multimedia materials, including texts, tapes, records, and filmstrips. Equipment and hardware consist of listening centers with tape recorders, playback machines, record players, sound filmstrip machines, and reading card players.

#### **COST**

The total cost of instructional materials for a skills center is \$3,000. The average, annual per-pupil cost for the regular district program is \$995. The annual per-pupil cost of the program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Ida Kravitz, Assistant Director, Reading Activity Manager  
Improvement of Reading Instruction—Title I  
Reading Skills Center  
School District of Philadelphia  
21st Street and The Parkway  
Philadelphia, Pennsylvania 19103

## **COMPUTER-ASSISTED INSTRUCTION (CAI)**

### **CHICAGO, ILLINOIS**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves about 6,400 disadvantaged students in grades 4-8. The students, over 90% of whom are black, reside in inner-city Chicago and come from low-income homes.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The program is staffed by 3 certified teachers responsible for inservice and supervision, 32 paraprofessionals trained to operate the equipment and run the CAI laboratories, 1 systems engineer, and 1 console operator.

#### **MAJOR FEATURES**

The program seeks, through individualized and carefully monitored instruction, to improve student achievement in reading, language arts, and mathematics. Instruction is self-paced and includes drill-and-practice activities in the 3 subject areas. The computer immediately evaluates each learner response and, on the basis of this assessment, individualizes a program of instruction specifically designed to meet the student's needs. The results of the student's interaction with the computer-monitored activities are available at the student's next work session to ensure continuity, and they are reported to the teacher daily.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Each participating school is equipped with a CAI laboratory containing 15 computer terminals and a printer. The network required to operate the program in Chicago includes a computer, 512 terminals, and the curriculum. Peripheral equipment for storing student records, printing reports, and transmitting data are also required. The required software, hardware, and drill-and-practice curriculum are commercially available.

#### **COST**

The total cost of operating the CAI program for a class of 30 is \$2,400. The average, annual per-pupil cost for the regular district program is \$1,296. The annual per-pupil cost of this program exceeds that by \$80.

#### **FOR FURTHER INFORMATION**

Harry Strasburg  
Assistant Superintendent of Schools  
Chicago Public Schools  
228 North LaSalle Street, Room 430  
Chicago, Illinois 60601



# MATTESON FOUR-DIMENSIONAL READING PROJECT

## MATTESON, ILLINOIS

### PROGRAM SIZE AND TARGET POPULATION

Almost 1,830 children in grades 4-8 are in the program. Their families are generally in the middle-income bracket and are from suburban neighborhoods. The student population is predominantly white. This self-pacing program is also used to accommodate the needs of learning disabled and emotionally disturbed children.

### YEAR STARTED

The program began in 1972.

### STAFF

The program staff includes a director, 2 project teachers who write curriculum materials, 35 reading teachers, and a computer programmer who manages student data. During the school year, teachers receive several hours of training with curriculum materials. Teachers receive an additional 3-weeks' training at the end of the school year learning to write their own curriculum materials.

### MAJOR FEATURES

To provide a strong foundation in reading for all children in grades 4-8, the teachers in this district defined by behavioral objectives those reading skills essential to decode and comprehend unfamiliar material. They then developed the Matteson 4-D Index Guide, which cross-references by skill and readability level all commercially available materials in the district. The small, brightly colored index cards list a skill, a related subskill, and pages in specific materials where the child will find work on that subskill. Teachers also wrote individualized learning packets—larger oak tag sheets, color coded to the index cards—that list one of the behavioral objectives and related learning activities. The level at which a new child begins is determined by his scores on both a placement test and a diagnostic test and, for a continuing child, also on the level he completed the preceding year. After completing a major skill, the child takes a criterion-referenced test and either moves to the next major skill if he passes the test, or does appropriate review activities if he misses items pertaining to more than one subskill. This process continues until he has successfully completed all levels in the program. Working independently, children spend about 2 days a week on reading skills and the remaining time on reinforcing activities such as free reading, silent reading, listening games, or composition.

### FACILITIES, MATERIALS, EQUIPMENT

All 8 schools have a complete master set of 4,000 index cards and 500 learning packets. Because materials vary from school to school, each class also has its own set of cards and student record sheets, which each child maintains for himself. Basic instructional materials include at least 10 multilevel reading texts and 10 workbooks.

### COST

The total cost of instructional materials for a class of 30 is \$325. The average, annual per-pupil cost for the regular district program is \$1,023. The annual per-pupil cost of this program exceeds that by less than \$50.

### FOR FURTHER INFORMATION

Susan Gross, Director, 4-D Reading Project  
or  
Allan Dornseif, Assistant Superintendent  
Matteson School District 162  
21244 Illinois Street  
Matteson, Illinois 60443

# **"FURTHERING NEW HORIZONS"—ESEA TITLE I READING PROGRAM**

## **GOLDSBORO, NORTH CAROLINA**

### **PROGRAM SIZE AND TARGET POPULATION**

There are 848 disadvantaged students, grades 4-8, in the program. Black and white, they live in a small city and come from low-income families. To be eligible for the program, the students must be reading at least 1½ years below grade level.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

Personnel include the program director, 16 reading teachers, and 16 paraprofessional aides. Special services are provided by an audiovisual specialist, a home-school social worker, and a guidance counselor. Inservice training includes workshops throughout the year, which are concerned with the use of reading equipment, development of learning center materials, and diagnosis of student needs.

### **MAJOR FEATURES**

Concentrated reading instruction is offered to program students in reading laboratories in 6 schools. The students attend their regular classes except for a 45-minute to 1-hour period in the reading laboratory each day. Lab classes are small, generally 10 to 12 students, and instruction is individualized. Diagnostic tests are given to students to determine their strengths and weaknesses in reading skills; the test results are then used to write a personalized reading prescription for each student. Listening centers include a variety of audiovisual equipment, commercial materials, and locally developed reading materials. Programmed materials and basal reading texts are also used. Reading teachers utilize guides for skills instruction, and they work with the students' regular classroom teachers in order to coordinate instruction and plan activities to fit each student's needs.

### **FACILITIES, MATERIALS, EQUIPMENT**

Each reading laboratory is equipped with learning centers and teaching machines such as a Tachomatic and T-Matic. Essential materials include SRA Labs and a language arts curriculum guide. With the guidance of the audiovisual specialist, teachers and students have developed many reading lab materials—transparencies, instructional tapes, and videotapes.

### **COST**

The total cost of instructional materials for a class of 30 is \$1,320. The average, annual per-pupil cost for the regular district program is \$621. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

### **FOR FURTHER INFORMATION**

S. C. Chandler  
Assistant Superintendent  
Goldsboro City Schools  
Drawer 1797  
Goldsboro, North Carolina 27530

**INDIVIDUALIZING INSTRUCTION:  
PLACING LEARNING AHEAD OF TEACHING  
FLORENCE, SOUTH CAROLINA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves 145 randomly selected students in grades 4, 5, 6, and 8 in 3 schools. The students, over 20% of whom are black, come from families with varying incomes in a small city.

**YEAR STARTED**

The program began in 1971.

**STAFF**

Each of 3 teaching teams consists of 2 certified teachers and 1 paraprofessional. Two part-time administrators direct program operations and inservice training. Teachers and aides receive between 20 and 25 hours of training, preferably in a 3-week summer workshop.

**MAJOR FEATURES**

The program hopes to attain 2 main objectives: (1) participating students will achieve higher standardized test scores in language arts and mathematics than control students; and (2) participants will demonstrate skills of decision-making, problem-solving, critical thinking, and self-directed learning. Student needs are assessed by using standardized tests and informal devices such as sociograms and autobiographies. Teachers then write individual prescriptions for each student that are adjusted to the student's daily needs. Students are grouped by academic or specific skill needs. Classroom organization, in an open space setting, employs team-teaching and provides for one-to-one instruction, large- and small-group instruction, individual work at learning stations, and self-selected activity by the student. Multimedia techniques are employed. Learning stations are designed with precisely stated goals and techniques for self-evaluation so that increased responsibility for learning is placed on the student. Continuous evaluation of the project is made. Individual student-teacher conferences are held to discuss the student's progress, feelings, and needs. Project staff use a checklist guide for self-evaluation and assessment of project goals, and teachers and students keep diaries of their activities and attitudes. Other important components of the program include inservice programs; conferences with supervisor, consultant, visitors, and parents; and visits to other schools by project staff.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Where possible, facilities are open space areas, and floors are carpeted. For 30 students, 3 cassette players and headphones and 2 Language Masters are needed. Many kinds of commercially available multilevel reading materials are used as well as teacher-prepared games, puzzles, and learning stations.

**COST**

The total cost of instructional materials for a class of 30 is \$700. The average, annual per-pupil cost for the regular district program is \$600. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

**FOR FURTHER  
INFORMATION**

Louise T. Scott  
Director of Language Arts Curriculum  
Florence Public Schools, District #1  
109 West Pine Street  
Florence, South Carolina 29501

## **BASIC SKILL CENTERS READING PROGRAM FOR OLDER PUPILS**

### **MINNEAPOLIS, MINNESOTA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 604 students in grades 4-9. Most of the children are white, disadvantaged students from low-income areas of the city.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

The program is staffed by an administrator, 2 reading specialists, and 4 teachers, all full time, and 28 aides. Training for teachers includes 30 hours preservice and 10 hours inservice during the year. Aides receive about 10 hours of preservice training and 1 hour inservice per week.

#### **MAJOR FEATURES**

Staff-developed materials are the basis for remedial reading instruction at 2 Basic Skill Centers serving 23 public and parochial schools. The goals of the program include remediation of reading weaknesses, teaching pupils to read unknown words, and, by providing successful reading steps, convincing severely disabled readers that they can learn to read effectively. Each school recommends its poorest readers for Center instruction; these students are tested, and about 30 from each school (those with the greatest need) are selected for the program. Students are transported to a Center by bus each day and spend from 40 to 50 minutes there. Each student's needs are assessed, and an individualized program is prescribed. A multimedia approach is used, which combines commercial hardware and locally developed materials. The program is a sequential, developmental system that teaches pupils to read unknown words by seeing visual patterns in the words and thinking of the context. The materials progress from the most constant, or regular, visual patterns to the most irregular in a series of logical ministeps. The system includes individual diagnostic-mastery tests for each step as well as group placement tests, and it uses multisensory modalities and multiethnic materials. Each child moves on his own track, working part of the time in a classroom and part of the time with a variety of computerized teaching machines programmed to prevent failure—when a student makes a mistake, the machine lets him try again. Lessons are provided on filmstrips with 3-track cassettes for use with a 3-button pupil-response teaching machine. Students also work individually in the Center's classrooms on decoding, vocabulary, and comprehension skills. Teachers, reading specialists, and aides assist the students and provide diagnostic and prescriptive services. Reinforcement materials are given to students to use in their home schools, and a school-liaison worker helps coordinate home-school and Center activities.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The 2 Basic Skill Centers operate in the basement of a remodeled mortuary and a nonschool building purchased by the school board. The materials developed by the Basic Skill Centers include 175 filmstrip lessons used with a 3-track cassette and 3-button pupil-response teaching machine, tablet form paper-and-pencil activities for each lesson, games, story booklets, and placement and oral diagnostic mastery tests. Machines are essential to accommodate the encoded lessons.

#### **COST**

Because instructional materials were developed locally, the principal expense is for machines—about \$350 each. The average, annual per-pupil cost for the regular district program is \$1,347. The cost of this program exceeds that by between \$400 and \$499, including the cost of developing the program.

#### **FOR FURTHER INFORMATION**

Mary C. Kasbohm, Director  
Basic Skill Centers Reading Program  
Minneapolis Public Schools  
807 N.E. Broadway  
Minneapolis, Minnesota 55413

## **LISTENING-VIEWING-READING CENTER PROGRAM (LVR)**

### **CORPUS CHRISTI, TEXAS**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 312 disadvantaged students, grades 5 and 6, in 6 participating schools. Students, over 90% of whom are Spanish-speaking, come from low-income, inner-city families.

#### **YEAR STARTED**

The program began in 1966.

#### **STAFF**

One full-time certified teacher, serving as Reading Center teacher, and 1 full-time paraprofessional staff the center at each of the 6 participating schools. One part-time administrative person provides instruction and supervision for all 6 centers. Center staff are provided 4 days of preservice and 2 hours per month of inservice training.

#### **MAJOR FEATURES**

Goals of the program are to motivate these students to achieve optimal reading levels as measured by teacher observation, to develop skills to decode and comprehend as measured by standardized tests, and to respond to an instructional approach designed to enrich their experiential background as measured by teacher observation and an increased attendance rate. Students are assigned to the learning center on the basis of achievement below grade level. At each center, 5 groups of 12 students are instructed daily, in addition to classroom reading instruction. A diagnostic-prescriptive and highly individualized approach is used. Teaching techniques comprise a wide variety of individual and small-group methods, augmented by motivational materials and equipment. For example, children's literature and audiovisual aids are used extensively to promote interest. One Reading Center teacher and 1 Reading Center aide serve students at each school and work under the supervision of a consultant employed through Title I.

#### **FACILITIES, MATERIALS, EQUIPMENT**

A specially wired classroom provided with web carrels, tables, and bookcases serves as the learning center. The following equipment is also required: tape recorders, headsets, Language Masters, controlled readers, tachistoscopes, film-strip projectors, record players, and various reading kits, skills games, books, tapes, etc.

#### **COST**

The total cost of instructional materials for 1 learning center serving 60 students (5 classes of 12 students each) was \$6,513 in 1970. The average, annual per-pupil cost for the regular district program is \$605. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

#### **FOR FURTHER INFORMATION**

A. N. Vallado  
Director of Special Programs  
Corpus Christi Independent School District  
P. O. Box 110  
Corpus Christi, Texas 78403

## **RIGHT TO READ—SPECIAL READING PROJECT**

### **HARLEM, GEORGIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 321 disadvantaged students in grades 5–7 at 1 elementary school. The children, over 20% of whom are black, reside in a small town and come from low-income families.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The program is staffed by the school principal, who is director, 1 lead teacher, 13 classroom teachers, 1 paraprofessional, 2 part-time consultants, and 3 parent volunteers. Inservice training in teaching reading is provided to teachers 1 hour per week and to the aide in a 40-hour workshop. The principal spends 9 days studying leadership development, and the lead teacher spends 26 days in staff development activities.

#### **MAJOR FEATURES**

The program aims to increase each child's reading level 1.2 years per year of instruction, and to improve interest in reading. Students reading a year or more below grade level are identified to receive services under the program, but they are not separated from other students except for diagnostic testing. Classroom teachers are responsible for the progress of these students. Diagnostic-prescriptive procedures are used to assess each student's level and to prescribe appropriate methods and materials. Students are grouped according to a stratified heterogeneous pattern. A variety of multilevel, multiethnic materials is provided in accordance with the needs and interests of the students. Learning centers are used to introduce and reinforce skills. Teachers, aides, and parent volunteers work with students individually and in small and large groups. Students are involved in the selection of materials and approaches, and an attempt is made to teach reading through content areas as well as through reading materials *per se*. The parent-teacher organization is involved in program development and fund-raising.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Regular classrooms and a multimedia center house the program. The following materials are used: the district basal reading program, taped multimedia kits, listening stations, cassettes, and record players. Supplementary reading materials include SRA kits, Reader's Digest skill builders, and the Specific Skills Series.

#### **COST**

The total cost of instructional materials for a class of 30 is \$1,940. The average, annual per-pupil cost for the regular district program is \$569. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

John J. Piechocinski, Principal  
South Harlem Elementary School  
P. O. Box 488  
Harlem, Georgia 30814



## **INTERMEDIATE GRADES ACCELERATED READING PROGRAM**

### **NIXA, MISSOURI**

#### **PROGRAM SIZE AND TARGET POPULATION**

All of the 200 students in grades 5-7 at North Elementary School participate in this program. Most of the children are white and come from middle-income families living in a small rural town.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The program is coordinated by a director-counselor who also supervises 1 reading lab instructor and 5 classroom teachers. The inservice training component of the program features a week-long workshop in the reading lab held prior to the start of the school year. Teachers learn how to use the reading equipment and how to utilize program materials.

#### **MAJOR FEATURES**

The program has 4 major goals: (1) to improve the basic reading skills of students; (2) to improve the interpretive and critical reading skills of students; (3) to use counseling techniques to motivate students to read more varied materials; and (4) to provide inservice training for teachers. Daily reading instruction is divided into 2 segments; 1 period is spent in a reading laboratory and 1 in the regular classroom. In the reading lab a reading specialist provides intensive individualized instruction that focuses on basic reading skills. Among the lab activities are individual work with learning machines, listening stations, skill building kits, and programmed materials. In the classrooms, the emphasis is on the development of critical reading and thinking skills. Students are placed in small groups according to their interests and abilities and work under the supervision of the teacher. A multimedia approach is used with paperback books, newspapers, and basal readers. Paperback novels are used as teaching units. At the end of each unit, field trips, reading festivals, and carnivals are held as culminating activities. To stimulate students to read a variety of books, the director-counselor meets with small groups of students to discuss ways in which story characters solve problems. Then, if students are interested, they are directed to other books which deal with the same problems. Much time is also arranged for students to read books they choose themselves. Criterion-referenced tests are used to diagnose specific deficiencies and provide the teacher with information for selection of appropriate teaching methods.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The reading lab is equipped with study carrels, 15 reading machines, and commercial reading kits. The classrooms have paperback collections, literature anthologies, and activity-oriented materials prepared by the teachers.

#### **COST**

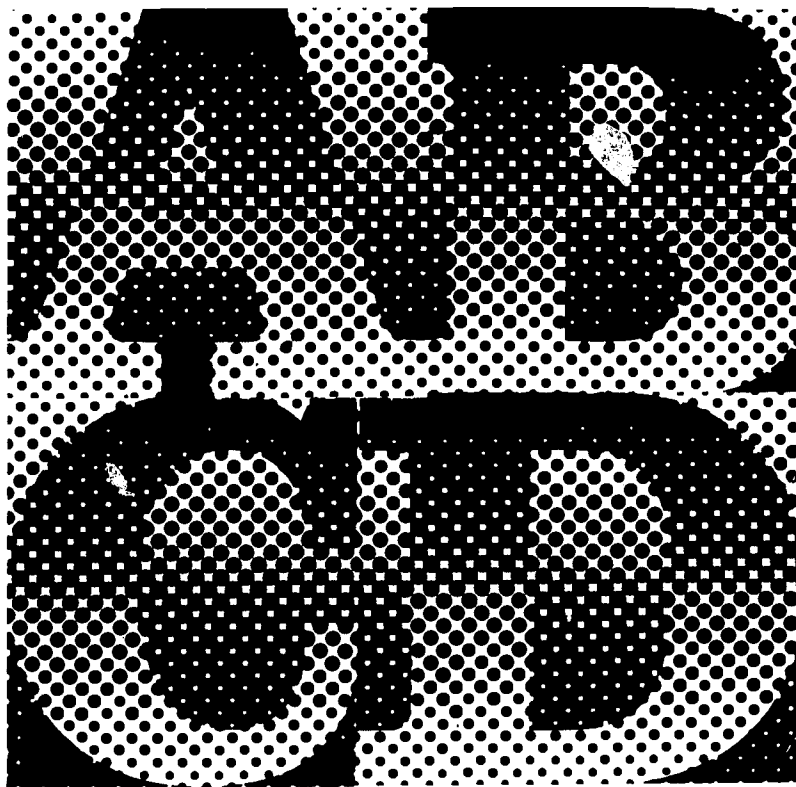
The total cost of instructional materials for a class of 30 is \$303. The average, annual per-pupil cost for the regular district program is \$792. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

Villa Ann Glenn  
Reading Director  
North Elementary School  
North Main  
Nixa, Missouri 65714

The following reading programs serve both elementary and secondary level students. Because the majority of program participants are secondary level, the descriptions may be found within the section of the catalog entitled "Secondary Programs."

Florida, Gainesville	Developmental, Individualized Reading for Middle and High School Students (grades 6-12) . . . . .	170
Kentucky, Carrollton	Carroll County Project for Increasing Proficiency Through Interest Motivation (grades 6, 7, 8) . . . . .	169
Pennsylvania, Philadelphia	Right to Read (grades 4-9) . . . . .	182



# SECONDARY PROGRAMS

## **DAVID WARK GRIFFITH RIGHT TO READ PROGRAM**

### **LOS ANGELES, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

Served by the program are 1,400 junior high school students in a large city. Most of the students have Spanish surnames and are from low-income families.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

The administrative staff includes the principal, vice principal of instruction, vice principal of community affairs, administrator of business affairs, and administrator of counseling; all serve the program on a part-time basis. The instructional staff consists of 45 teachers and 12 paraprofessional aides who devote varying amounts of time to the program. A district reading specialist contributes special services on a part-time basis. Staff development includes weekly 1-hour seminars for faculty members that focus on contemporary educational issues.

#### **MAJOR FEATURES**

This junior high school program has 3 basic components. First is Language Arts Experience, which encompasses terminal objectives in reading for all students in grades 7, 8, and 9 English classes. Included are developmental, corrective, and enrichment reading skills. The second component is Reading in the Content Areas, which places emphasis on the reading skills essential for comprehension and achievement in social studies, science, mathematics, and other subject areas. The subject teachers are given training in how to relate reading skills to their areas. Of particular importance are individual vocabulary development and meaning emphasis skills. The third component is Remediation, special instruction for students who read at the stanine 1 level. Enrollment is limited to 20 students in each class, and many different materials and activities are used, depending on the needs of students. For all 3 program components, teachers write performance objectives for each student, using the program's terminal objectives as a framework. Multitext, multilevel materials are used which are coded to the terminal objectives and stored in a retrieval room. Culturally oriented materials and teacher-developed multimedia aids play an important part in instruction. Instructional procedures vary, but the diagnostic-prescriptive approach is emphasized. Criterion-referenced tests assess student achievement at each step of the learning process and enable teachers to plan appropriate instructional activities.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program utilizes regular classrooms and the materials retrieval room. Materials include controlled vocabulary series, skill texts, skill kits, compendiums, library resources, and teacher-prepared materials.

#### **COST**

The total cost of instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for the regular district program is \$900. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

John G. Howard, Director  
David Wark Griffith Right to Read Program  
4765 East Fourth Street  
Los Angeles, California 90022

## COMMUNICATION SKILLS IMPROVEMENT CENTER NAMPA, IDAHO

### PROGRAM SIZE AND TARGET POPULATION

The entire student body, 800 students, and faculty of a junior high school are served by the program. The students are mainly white, from middle-income families, and are residents of a small city.

### YEAR STARTED

The program began in 1972.

### STAFF

Staff members are a half-time director, a full-time reading specialist, a full-time reading center aide, and trained volunteers from the high school, community, and nearby college. The 4 language arts teachers implement the project; 1 teacher functions as a reading counselor.

### MAJOR FEATURES

The purpose of the program is to increase students' reading proficiency, and efforts are concentrated on 3 approaches. The first involves faculty members and volunteers and is designed to help them promote reading skills. Inservice training emphasizes diagnosis and remediation, and consists of sessions for volunteers and the entire faculty, a preschool workshop for language arts teachers, miniworkshops, demonstrations for small teacher groups, and faculty visits to other schools and projects. The second approach affects students with severe reading problems. After testing, students are given clinical aid and tutored on a one-to-one basis in reading laboratories. The third approach involves all students. To increase interest in reading, a number of multilevel and multimedia materials are available in the communication skills resource center. The language arts department is organized into minicourses 3 to 4½ weeks in length. All students take a course called "Reading for Enjoyment" that includes weekly individual conferences with the reading counselor. Each student chooses materials that interest him, and he records his goals and progress. Activities such as videotaping of plays and skits, writing original stories, and keeping a vocabulary notebook are part of the course. A school-wide reading activity is the U.S.S.R. period—Uninterrupted Sustained Silent Reading—which is observed school-wide for 14 minutes each day to emphasize the value and enjoyment of reading.

### FACILITIES, MATERIALS, EQUIPMENT

Materials are housed in the communication skills resource center. In addition to almost 2,000 hardbound and paperbound books, the center has filmstrips, story and skill tapes, television cameras, and controlled readers.

### COST

The total cost of instructional materials for a class of 30 is \$675. The average, annual per-pupil cost for the regular district program is \$557. The annual per-pupil cost of this program exceeds that by less than \$50.

### FOR FURTHER INFORMATION

Erva J. Verner, Program Director  
Communication Skills Improvement Center  
West Junior High School  
808 Central Midland Boulevard  
Nampa, Idaho 83651

## **IMPROVING READING SKILLS IN THE CONTENT AREAS HOPKINSVILLE, KENTUCKY**

### **PROGRAM SIZE AND TARGET POPULATION**

The program is geared to serve a cross-section of poor readers. In Hopkinsville, approximately 150 students were served by a private reading center. Currently this same program has been implemented in the Christian County Middle School in Hopkinsville and can accomodate approximately 20 students per hour.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The reading center was staffed by 1 instructor.

### **MAJOR FEATURES**

The project uses the Webster's International Tutoring Systems Reading Program, which is designed to develop skills of word attack, vocabulary development, and comprehension, and at the same time to improve the motivation and self-image of the students. First, the student is tested to determine his reading ability, specific weaknesses, and his ability to learn. The teacher uses this information to determine the level at which the student will enter the program and to plan instructional sequences based on his needs. Lessons are programmed in progressive degrees of difficulty from grade levels 2-6. The content of the lessons is based on geography, history, mathematics, and science, and each learning level consists of 24 lessons. Each lesson is programmed so that the student hears, reads, and reviews his lesson at least 4 times. A student working independently can complete a lesson segment in 5 to 10 minutes so that his attention span is not overtaxed. Most students can complete the entire lesson in 30 to 40 minutes. As he progresses through the lessons, the student is acquiring knowledge in content areas at the same time he is developing vocabulary and comprehension skills in these areas. The materials are self-directing. Each student grades or corrects his own lessons and charts his own progress. Teachers using this program are urged to be positive and enthusiastic and to have frequent conferences with the student's other teachers to be certain progress is being made.

### **FACILITIES, MATERIALS, EQUIPMENT**

In order to facilitate independent study, each student has a cassette tape player with earphones. Materials that come with the program are taped individualized lessons with lesson cards. The program is best operated in a small room with individual study carrels or in a larger room with dividers.

### **COST**

A full set of tapes and lesson cards (levels 2 to 6) costs \$838 for 192 lessons. Cassette players and headsets for a class of 30 cost approximately \$1,184.

### **FOR FURTHER INFORMATION**

Betty Banton  
Reading Specialist  
205 James Drive  
Hopkinsville, Kentucky 42240

Ike Barfield  
Webster's International  
Tutoring Systems, Inc.  
Suite 113 Cavalier Building  
95 White Bridge Road  
Nashville, Tennessee 37205



# **THE PARKROSE HEIGHTS AND FREMONT JUNIOR HIGH READING PROGRAM PORTLAND, OREGON**

## **PROGRAM SIZE AND TARGET POPULATION**

The program serves about 1,400 students from 2 junior high schools. Approximately 25% of the students have a reading deficiency of a least 2 grade levels. Students are mainly white and from middle-income families living in the suburbs of a large city.

## **YEAR STARTED**

The program began in 1972.

## **STAFF**

At both junior high schools, a reading specialist coordinates the program, serves as a resource teacher, and directs testing. Reading instruction is done by classroom teachers whose inservice training includes 2 summer workshops. Volunteer parent aides and student aides are also included.

## **MAJOR FEATURES**

The goal of the program is to provide individualized reading instruction to enable each student to reach his potential. Placement is made on the basis of tests and teacher recommendations, and a prescription is written for each student according to his needs. The Parkrose Criterion-Referenced Reading Test has been developed to identify students who have met minimum competencies. In the seventh grade, in addition to the language arts and social studies classes, daily reading classes are held in both schools for 45-minute periods. The reading period includes individual skills; group skills; vocabulary-oriented games; reading-related activities such as puzzles, programmed reading lab work, or skill sheetwork; and 1 or 2 free-reading days. The eighth- and ninth-grade classes are a continuation of the seventh-grade program and are also based on skill need, activity, and free-reading (enrichment) days. At Fremont, the eighth- and ninth-grade students receive reading instruction on the average of two 45-minute periods each week as part of the English class. At Heights, the eighth- and ninth-grade students receive a 3-week block of reading instruction during each 12-week term. During this time block, students may make elective choices in the English classes that include vocabulary and spelling development, speed reading, reading skills in subject areas, and individual reading. In all 3 grades, classes are kept as small as possible, and individual work is assigned to focus efforts on a particular skill.

## **FACILITIES, MATERIALS, EQUIPMENT**

Materials from the classroom, library, and remedial reading room are utilized. In addition to books and paperbacks, a variety of workbooks, worksheets, laboratory kits, and games is used. Filmstrip viewers, cassette recorders, controlled readers, and reading pacers are also provided.

## **COST**

The total cost of the instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for the regular district program is \$1,400. The annual per-pupil cost of this program exceeds that by less than \$50.

## **FOR FURTHER INFORMATION**

Joanne Hosman, Reading Specialist  
Parkrose Heights Junior High School  
12456 N. E. Brazee  
Portland, Oregon 97220

Robert Roberts, Reading Specialist  
Parkrose Fremont Junior High School  
11800 N. E. Shaver  
Portland, Oregon 97220

# **CARROLL COUNTY PROJECT FOR INCREASING PROFICIENCY THROUGH INTEREST MOTIVATION CARROLLTON, KENTUCKY**

## **PROGRAM SIZE AND TARGET POPULATION**

The program includes 550 students in grades 6, 7, and 8. The participants are predominantly white and come from middle-income families living in small towns or rural areas.

## **YEAR STARTED**

The program began in 1971.

## **STAFF**

Administrative responsibilities are held by the school principal who serves as project director. There are 18 teachers and 5 paraprofessional aides. Special resource personnel who assist in staff training include a reading specialist, diagnostician, and a materials specialist. One hundred hours of training in reading instruction are required for all staff members.

## **MAJOR FEATURES**

This program is based on the assumption that stimulating a student's interest is the key to providing the motivation necessary for him to increase his reading skills. The principal instructional strategy is diagnostic. A pupil's interests and learning needs are diagnosed and are used as the basis for the development of a personalized approach to learning. This assessment of the student's needs is continual and is integrated with instruction. The staff is organized into 4 interdisciplinary instructional teams of 5 teachers each; each team is responsible for one-quarter of the students in the program. The school houses 4 learning centers with 4 learning stations in each center; a nongraded approach is used. The learning process is initiated when the student expresses an interest to his team teacher. The student and teacher then plan an interest assignment, which is subject to teacher evaluation when completed. Inherent in this approach is another essential program feature, individualized attention. Here, learning is regarded as a function of the amount of direct contact between teacher and student. A strong emphasis is placed on increasing the efficiency of reading instruction during the course of the program. This is accomplished through a teacher education component which aims to increase the comprehensiveness of pupil diagnosis. Increased proficiency in this respect better enables the teacher to teach reading in alignment with student interests. The teacher education component also attempts to improve the teacher's ability to integrate the teaching of reading with other learning skills and other subject areas. Parallel with student involvement in the choice of instructional alternatives, the program stresses teacher involvement in the planning of inservice learning activities and the development of the curriculum based on student interests. Community involvement is fostered through meetings with a community council where program progress, problems, and needs are aired and possible resources for the operation of the project are discussed.

## **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in an open space school and requires no special facilities or equipment. A broad range of reading material is provided for individual exploration and discovery. Teacher- and student-prepared materials are also used.

## **COST**

The total cost of instructional materials for a class of 30 is \$1,500. The average, annual per-pupil cost for the regular district program is \$745. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

## **FOR FURTHER INFORMATION**

Ervin B. Pack, Project Director  
Carroll County Project for Increasing  
Proficiency Through Interest Motivation  
P. O. Box 370  
Carrollton, Kentucky 41008

# **DEVELOPMENTAL, INDIVIDUALIZED READING FOR MIDDLE AND HIGH SCHOOL STUDENTS GAINESVILLE, FLORIDA**

## **PROGRAM SIZE AND TARGET POPULATION**

The program serves all 540 students in grades 6-12 at the P. K. Yonge Laboratory School, located at the University of Florida. The student population is racially and economically diversified. The program is also in operation in 33 public middle schools and high schools in Florida.

## **YEAR STARTED**

The program began in 1970.

## **STAFF**

Staff for the program include 1 full-time teacher-counselor, 1 part-time paraprofessional, and 4 student assistants who work 1 period per day. An administrator and a reading and research consultant serve as supervisors and resource personnel.

## **MAJOR FEATURES**

Based on personality theory—that growth in feelings of self-worth, adequacy, and confidence are conducive to optimum learning—the major feature of the program is to develop a teacher-counselor relationship in which each student sets his own goals. During the first 2 weeks of the 9-week period, students take a pretest (Stanford Diagnostic and/or McGraw-Hill Basic Skills Test) to identify individual needs and problems. They also have individual conferences with the teacher-counselor, during which their reading scores are interpreted to them, and they set their own goals for improvement. No set curriculum is used; there are no grades. During the next 6 weeks of laboratory experience, the teacher-counselor interacts on a one-to-one basis with students, providing guidelines for use of materials and methods. Students have individual folders in which they chart their progress and evaluate their program daily. The teacher-counselor writes in the folders between each visit to the laboratory. Classroom teachers accompany students to the laboratory and serve as a team member during the 9-week period. Their role is that of a catalyst; they assign no materials. During the final week, students are retested, complete a progress report and self-evaluation, fill out a reading attitude inventory, and have a conference with the teacher-counselor.

## **FACILITIES, MATERIALS, EQUIPMENT**

The program is housed in the school library. It is equipped with a variety of materials, including programmed readers, controlled readers, reading kits, paperback books, Flash-X cards/machines, and other audiovisual equipment.

## **COST**

The total cost of instructional materials for a class of 30 is \$46 per year. The average, annual per-pupil cost for the regular district program is \$875. The annual per-pupil cost of this program exceeds that by less than \$50.

## **FOR FURTHER INFORMATION**

Hellen I. Guttinger, Director  
Reading Research Project  
P. K. Yonge Laboratory School  
University of Florida  
Gainesville, Florida 32611

# **OREM JUNIOR HIGH PARENT AIDE READING PROGRAM**

## **OREM, UTAH**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 30 seventh-grade students who score in the fourth grade or below on the California Reading Test, given at entrance to junior high school. The students are white and live in a small city in which the average annual family income is between \$6,000 and \$15,000.

### **YEAR STARTED**

The program began in 1969.

### **STAFF**

The remedial reading teacher directs the program, with some administrative assistance from the principal. For every student there is 1 parent or adult volunteer who is under the supervision of the remedial reading teacher.

### **MAJOR FEATURES**

The program recruits those parents who are willing to tutor their own children; if parents are not available, other adult volunteers are recruited to work on a one-to-one basis with the students. Before the initial interview with the parent or adult volunteer, the remedial reading teacher works out an Individual Diagnostic Sheet for each student with the following information: reading achievement scores, previous remedial help, eye check results, inventory of reading problems, and specific suggestions for help. The program emphasizes vocabulary development, word attack skills, and reading comprehension. Program participants leave their regular classrooms during the 2 to 3 hours per week scheduled for reading instruction and go to 1 of 2 classrooms set aside for the tutoring. There they work with the volunteers, who keep a daily log of instruction and turn it in to the remedial reading teacher each day. The remedial reading teacher continually checks the pupils' progress to see that the instruction is proceeding properly. A home reading program is also established, for which the parents keep a daily record of their child's reading, which they return to the school at the end of each term. Materials utilized include 35mm filmstrips and reading films for the students to view at home.

### **FACILITIES, MATERIALS, EQUIPMENT**

One room is used for the tutoring and is equipped with tables and chairs for 20 students and parents. Teacher-prepared student booklets and home reading charts are the only essential instructional materials used. Equipment includes 35mm filmstrip projectors for classroom and home use.

### **COST**

The total cost of instructional materials for a class of 30 is \$200. The average, annual per-pupil cost of this program is contained within the district per-pupil cost of \$540.

### **FOR FURTHER INFORMATION**

Lynda Flewallen, Reading Supervisor  
Orem Junior High School  
765 North 600 West  
Orem, Utah 84057

# **SAFFORD JUNIOR HIGH SCHOOL READING CENTER PROJECT**

## **TUCSON, ARIZONA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 269 students in grades 7 and 8, all of whom read at least 2 years below grade level. The majority of students in the program are Spanish-speaking and live in the inner city.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program is staffed by 1 lead teacher, 2 reading teachers, 3 aides, and a home-visitor aide. In addition, 1 classroom content area teacher works in the reading center during each class period. Reading center teachers participate in a 16-hour workshop on reading in the content areas.

### **MAJOR FEATURES**

Students who read at least 2 years below grade level are identified from reading achievement test scores, and these students are assigned to the reading center. Their reading deficiencies are then diagnosed using an informal reading inventory, and any visual or other physical handicaps they may have are identified. The focus of instruction in the reading center is on increasing students' comprehension skills, and the center is supplied with a variety of instructional materials and high-interest books. Students at the center are divided into 3 homogeneous groups, each group being assigned to 1 teacher. Most activities are done in small groups, but instructional aides also work individually with some students. The activities emphasize comprehension skills, although word attack skills are taught where this is appropriate. Library books are used extensively in the program for personal reading and for display, and teachers and aides also read parts of library books aloud to students. Students are taught the skills they need to locate books in the library, and each student keeps a record of the books he reads. Instruction at the center is planned to provide opportunities for students to make decisions, take responsibility, and work with others as a team. An individual progress folder is kept for each student, and students' skills are diagnosed frequently to provide a basis for daily instruction. Each student also has his own progress file, which contains a card diagnosing his instructional needs and describing his current work.

### **FACILITIES, MATERIALS, EQUIPMENT**

The reading center uses existing rooms in the school building, but new furniture has been added. Materials in the center include a variety of diagnostic instruments, and student- and teacher-made language experience stories.

### **COST**

The total cost of instructional materials for a class of 30 is \$182 the first year and \$50 in 1973-74. The average, annual per-pupil cost for the regular district program is \$856. The annual per-pupil cost of this program currently exceeds that by between \$100 and \$199.

### **FOR FURTHER INFORMATION**

Mike Pelusi, Principal  
or  
Marcello Medina, Coordinator  
Safford Junior High School  
P. O. Box 4040  
Tucson, Arizona 85717

**SPRING JUNIOR HIGH SCHOOL  
READING CENTER PROJECT, ESEA TITLE I  
TUCSON, ARIZONA**

**PROGRAM SIZE AND  
TARGET POPULATION**

Program participants are 120 students in grades 7 and 8 at Spring Junior High School who are reading at least 2 years below grade level as measured by the Comprehensive Test of Basic Skills (CTBS). They come from low-income families (\$6,000 annual income) and are of Spanish-speaking origin.

**YEAR STARTED**

The program began in 1972.

**STAFF**

The staff includes 4 teachers and 3 instructional aides. Inservice meetings are held once a week during the school year.

**MAJOR FEATURES**

Continuing diagnosis and reassessment of students' reading deficiencies and individual and small-group instruction are the two primary factors in this program. Instruction takes place during 1 class period in the reading center. The center is supplied with many different kinds of word games, instructional materials, and high-interest books that are easy to read. Individual diagnosis is based on the CTBS, teacher recommendations, Informal Reading Inventory, and physical examinations. Individual folders are then prepared. Students are divided into 3 heterogeneous groups, and each group is assigned to 1 teacher. The teachers compile detailed lesson plans, which were written specifically for individual pupils by the instructional aides, and place them in the students' work folders. Students generally work primarily at these individually specified tasks rather than in groups. The student's profile is constantly being updated by the project staff as his performance improves. Other program services include a social worker who meets informally with the participants' families at their homes. The social worker also provides counseling in the form of "rap sessions" which include both target and nontarget students. In addition, math tutors from the University of Arizona are available to the student if he desires help in quantitative skills.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

An existing classroom was converted to the reading center and was newly furnished. Materials include diagnostic instruments, language experience stories, and other commercial and teacher-prepared materials and word games.

**COST**

The cost for instructional materials was \$796 for the first year with a replacement cost of \$50 the following year. The average, annual per-pupil cost for the regular district program is \$856. The annual per-pupil cost of this program exceeds that by \$250.

**FOR FURTHER  
INFORMATION**

Gilbert Carrillo  
Spring Junior High School  
300 West Second Street  
Tucson, Arizona 85705



**NORRIS JUNIOR HIGH SCHOOL**  
**TITLE I READING/ENGLISH ROTATION PROJECT**  
**THOMSON, GEORGIA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves 180 disadvantaged students in grades 7 and 8 who live in and around a small town. Seventy-five percent of the participants are black and 25% are white.

**YEAR STARTED**

The program began in 1971.

**STAFF**

The program is staffed by 1 full-time reading specialist who has general administrative responsibilities, 2 full-time classroom teachers, 3 full-time paraprofessionals, and 1 language arts specialist who serves as a special resource teacher for several districts.

**MAJOR FEATURES**

All instruction focuses on reading and the accompanying skills of listening, speaking, writing, spelling, and English. Participants are identified from low results on the Gates-MacGinitie Reading Test and sight word tests. Students are placed in rotation groups of 60 each, subdivided into 3 groups. Each group of 20 participants works in each of 3 classrooms during a 2-period time block of 110 minutes. Instruction in one room concentrates on the sequential development of basic reading skills, in the second on developmental reading, and in the third on basic English skills. Specific needs are diagnosed individually, and teaching strategies are carefully planned so that each student builds a daily success pattern designed to improve his self-image by using teacher-made exercises that relate to the students' experiences and interests. Teachers plan together daily for at least 1 hour to ensure that the basic skills being introduced and taught in the reading laboratory are reinforced by the reading and English teachers and to select appropriate materials for the next day's instruction. To develop a desire to read, high-interest trade books, paperbacks, and library books are available. Students also write their own books, which they share.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

The 3 classrooms are equipped with listening centers and tapes. Other essential materials include student- and teacher-prepared experience charts and stories, students' books, independent reading books, and several copies of a skills development series.

**COST**

The total cost of instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for the regular district program is \$550. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

**FOR FURTHER  
INFORMATION**

Roy Yelton, Title I Director  
Reading/English Rotation Project  
McDuffie County Board of Education  
Lee Street  
Thomson, Georgia 30824

# DEVELOPMENTAL READING INSTRUCTION

## WAUKEGAN, ILLINOIS

### PROGRAM SIZE AND TARGET POPULATION

All 2,400 students in the 3 junior high schools (grades 7-8) in Waukegan participate in the program. The student population represents several ethnic groups, and students come from middle- and low-income families in a small city.

### YEAR STARTED

The program began in 1972.

### STAFF

A district consultant is responsible for curriculum development and inservice training. All 26 language arts teachers use this program, and a part-time reading specialist is available to teachers for consulting. Teachers receive about 8 hours of inservice training during after-school hours.

### MAJOR FEATURES

The program developed from the recognition of increasing deficits in reading skills among junior high school students. Instruction in the district was previously limited to 1 period daily of language arts instruction with the inaccurate assumption that students already knew how to read well. This program provides, for remedial purposes, 1 hour per day for instruction in reading *per se*, in addition to a period for language arts. Students' skill deficiencies are diagnosed at the beginning of the year with the Stanford Diagnostic Reading Test. The teachers prescribe and teach according to the results of the diagnostic testing. Behavioral objectives for the reading skills are correlated to the curriculum and focus on skills in word recognition, comprehension, rate, critical reading, and appreciation. Classes are grouped according to skill needs as well as instructional level, and a broad range of instructional materials is provided for each level. Evaluation is an ongoing process consisting of the following methods: formal and informal test results, checklist of skills, oral reading, teachers' observations, independent reading, records, and self-evaluation. The teachers and schools vary somewhat in classroom procedures. At one school, for example, 3 days a week are spent on self-paced reading and skill practice, 1 day is for reading library books in the classroom, and 1 day is for group oral reading. Since the district cannot afford paid aides, pupil tutoring arrangements are made to facilitate individualization. In addition, cross-age tutoring is encouraged. For example, low-ability students tutor elementary school students needing assistance.

### FACILITIES, MATERIALS, EQUIPMENT

The program uses district-prepared individual library lesson plans and commercially available cassette tapes, paperback books, newspapers, and a variety of English and reading series. An additional room other than classrooms is used for the library resource center.

### COST

The total cost of instructional materials for a class of 30 is \$150. The average, annual per-pupil cost for the regular district program is \$1,050. The annual per-pupil cost of this program does not exceed that of the regular district reading program.

### FOR FURTHER INFORMATION

Margaret Morrissey  
Supervisor of Elementary Education  
Waukegan Public Schools  
574 McAlister Avenue  
Waukegan, Illinois 60085

# **CONTINUOUS PROGRESS READING PROGRAM**

## **SHREVEPORT, LOUISIANA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all 525 junior high school students (grades 7 and 8) at Broadmoor Junior High School. Most of the participants are white and come from middle-income families; however, students range from disadvantaged to upper-middle-income blacks and whites. The program is typical of that in the approximately 20 junior high schools in Caddo Parish.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

For a school with an enrollment of 500 seventh- and eighth-grade students, the program involves a principal and also an assistant principal in charge of instruction who assists in diagnosis and inservice training. Four full-time language arts teachers provide instruction with the assistance of a full-time coordinator, 1 part-time and 1 full-time aide, student tutors, and adult volunteers. Inservice training is provided weekly by the program coordinator and the assistant principal.

### **MAJOR FEATURES**

The Continuous Progress Reading Program is composed of 36 levels of instruction and an extended program for accelerated students. The levels are stated in behavioral objective form and used in nongraded classes. A district-prepared placement test administered by the coordinator is used to assign a student to his appropriate level. The teacher plans instructional objectives to direct each student through the behavioral objectives for each level. A behavioral objectives checklist for each student is used to record his successful completion of, or failure to complete, each objective at his level. Before a student moves on to the next level, he must complete all of the behavioral objectives, pass the level test, and recognize 95% of the vocabulary words for that level. Unsatisfactory achievement requires more extensive evaluation of the student by either the teacher or the coordinator before reteaching occurs. Basal reading programs and other commercially available materials are used for the basic instruction in coordination with district-prepared criterion-referenced tests and study guides. The coordinator constructs exercises and activities and maintains a file of these materials by level for teachers to refer to and to utilize. A teacher aide rotates among language arts classes, listening to children reading orally and generally helping the teacher. Also, teachers are encouraged to read to the students. A class chart is maintained to monitor individual progress, though an effort is made not to compare performance. Content area teachers are also kept informed of students' reading levels, and they make special efforts to guide skill development through their classes.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program uses district-prepared criterion-referenced tests and study guides in conjunction with various basal reading programs. Audiovisual equipment is also available for student instruction. Space has been provided for a learning center and large-group instruction.

### **COST**

The average, annual per-pupil cost of the regular district program is \$868, which covers the per-pupil cost of this program.

### **FOR FURTHER INFORMATION**

Lilyan Hanchey  
Supervisor of Reading  
Caddo Parish School Board  
P. O. Box 37000  
Shreveport, Louisiana 71130

# **BRYANT CONCENTRATED EDUCATION CENTER READING PROGRAM**

## **MINNEAPOLIS, MINNESOTA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 380 seventh- and eighth-grade students. The students are disadvantaged, both black and white, and come from low-income families living in the inner city.

### **YEAR STARTED**

The program began in 1969.

### **STAFF**

The program requires the following staff: 1 part-time director, 2 part-time coordinators, 5 full-time special education teachers, 3 full-time Title I supplementary teachers, 3 full-time remedial reading teachers, 1 part-time speech therapist, 1 part-time school psychologist, and 2 full-time aides. The aides receive 20 hours of inservice training in reading concepts, program materials and equipment, and student expectations.

### **MAJOR FEATURES**

All students are tested and their reading and behavior problems are diagnosed. On the basis of this information, each student is then assigned to regular classes and/or to 1 of 5 individualized remedial reading programs. The amount of time a student spends each day in remedial reading classes depends upon the severity of his reading and behavior problems, and each student is involved in selecting and scheduling his classes. A student can only participate in 1 individualized program at a time, and students are encouraged to spend as much time as possible in regular classes. A special education teacher and an aide work in the regular classes to assist program students there. In the special classes, students can choose among a wide variety of commercial and other reading programs, all of which are individualized and taught by special education and remedial reading teachers. Each student is made aware of his starting position and what goals he can expect to reach. His progress towards these goals is assessed frequently, and he is kept informed about his progress. Each time the student's reading improves enough to allow him to move into a higher level program, he is involved in selecting his new program.

### **FACILITIES, MATERIALS, EQUIPMENT**

Materials used in the program include commercially available components of the Job Corps Graded Reading Program, the Dorsett 3-button response machines and accompanying Comprehension and Vocabulary Instructional Programs, the locally developed Minneapolis Basic Skill Center Instructional Program, and other individualized special education materials.

### **COST**

The initial cost of instructional materials for a class of 30 is \$390. Maintenance costs are approximately \$10 per class. The average, annual per-pupil cost of the regular district program is \$1,245. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

### **FOR FURTHER INFORMATION**

Melvin West, Principal  
Bryant Junior High School  
3737 Third Avenue South  
Minneapolis, Minnesota 55409

## **LANGUAGE ARTS LABS 1 AND 2**

### **NEW ROCHELLE, NEW YORK**

#### **PROGRAM SIZE AND TARGET POPULATION**

At Isaac Young Junior High School, the Language Arts Lab 1 program serves 350 seventh-graders; the Language Arts Lab 2 program serves 295 eighth-graders. Students live in a suburb of New York City and come from middle-income families. The school has a large concentration of multiethnic cultures and a growing number of students for whom English is a second language.

#### **YEAR STARTED**

Phase 1, the seventh-grade component, began in 1971. Phase 2, the eighth-grade component, began in 1973.

#### **STAFF**

The chairman of the language arts department spends one-fifth of her time monitoring the program. Four full-time reading specialists who teach in the 2 Reading Labs coordinate their activities with those of the English teachers. An outside evaluator interprets test results.

#### **MAJOR FEATURES**

The results of diagnostic tests administered to all seventh-graders are used by the English teachers and 2 reading teachers to write individualized educational prescriptions for each student. Prescriptions are flexible and provide the student with a choice of materials and media that concentrate on each key reading skill. The prescriptions are kept with individual progress sheets in the Reading Laboratory, where the members of each seventh-grade class work with their English teacher and 2 reading specialists for 45 minutes every week. Each student selects from his prescription the skill and suggested materials he would like to work on that day. As he completes a prescription, he corrects his work on each area and records his score on his progress sheet. One of the teachers then rechecks his work and writes a new prescription based on the progress he has made. Students with severe reading deficiencies come to the Reading Lab for additional 30-minute periods each day and continue working from their prescriptions. Phase 2 combines a multimedia approach with work in a Reading Lab. Each eighth-grade class is divided into 2 groups. For 20 weeks, the English teacher and 1 reading teacher work with 1 group in the eighth-grade Reading Lab. Procedures and instructional activities of this component are similar to those in the seventh-grade lab. Under the supervision of the other reading teacher, the second group attends the TV Lab, in which reading comprehension skills are taught through the use of this medium. The students operate the television equipment, prepare their own script for production, and write and enact stories and commercials that relate to what the rest of the class is studying; or they do choral readings from literature they are reading. After 20 weeks, the 2 groups of students switch.

#### **FACILITIES, MATERIALS, EQUIPMENT**

A variety of commercially available readers, workbooks, filmstrips, tapes, and flashcards are used in the labs. The pages of the readers and workbooks have been separated, laminated, coded according to skill area and ability level, and cross-referenced to the audiovisual equipment.

#### **COST**

The total cost of instructional materials for a class of 30 is approximately \$240. The average, annual per-pupil cost for the regular district program is \$1,641. The annual per-pupil cost for the Isaac E. Young School exceeds that by less than \$450.

#### **FOR FURTHER INFORMATION**

Isaku Konoshima, Principal  
or  
LaRuth Gray, Chairman  
Language Arts Department  
Isaac E. Young Junior High School  
Pelham Road and Centre Avenue  
New Rochelle, New York 10805

# **ATLANTA UNIVERSITY READING IMPROVEMENT PROGRAM**

## **MEMPHIS, TENNESSEE**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves an unselected group of approximately 800 disadvantaged black seventh- and eighth-grade students. The students come from low-income families and live in the inner area of a large city.

### **YEAR STARTED**

The program began in 1964.

### **STAFF**

Staff members include the program director, assistant director, instructional consultant, and junior high school English teachers. Inservice training of about 72 hours per year is given to program teachers.

### **MAJOR FEATURES**

The goal of the program is to improve the reading skills and academic motivation of disadvantaged junior high school students. In 2 hours of daily instruction, the focus is on language skills that relate directly to reading: comprehension, vocabulary, and reading rate. Both corrective and developmental, the program is also concerned with oral language facility, writing, and thinking. Classrooms utilize the laboratory or learning center approach with areas for both individual and group activities. An eclectic approach in instruction is used, and a wide variety of materials, on graduated reading skill levels, is provided in each classroom. Readers, books for independent reading, reference books, newspapers, periodicals, and workbooks are used as well as word cards, charts, movies, tapes, records, television, and games. Activities include directed and free reading, creative writing, games, plays, recording, and movie-making. The scope of materials and activities is designed to increase the interest and motivation of students. Diagnostic and achievement tests are given to determine students' needs and progress, and self-rating questionnaires indicate student attitudes. Program emphasis is on a positive approach to learning and friendly rapport between teachers and students.

### **FACILITIES, MATERIALS, EQUIPMENT**

Regular classrooms are utilized by the program and are equipped with reading materials, tape recorders, copy machines, cameras, television, educational games, and movie, filmstrip, and overhead projectors.

### **COST**

Initially, the total cost of instructional materials for a class of 30 is \$180, not including equipment. This figure drops to about \$90 in successive years. The average, annual per-pupil cost for the regular district program is \$800. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Iona P. Walton  
Porter School  
620 South Lauderdale  
Memphis, Tennessee 38126



## **INTEREST, NEEDS DEVELOPMENTAL READING PROGRAM**

### **SANDY, UTAH**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves an unselected cross-section of more than 700 seventh- and eighth-graders who are from suburban middle-income families.

#### **YEAR STARTED**

The program began in 1973.

#### **STAFF**

The program is staffed by 5 full-time reading teachers, one of whom serves as coordinator. Although there are no paraprofessional or support personnel, the program does utilize 20 student aides who work 1 hour a day to assist in clerical and secretarial duties.

#### **MAJOR FEATURES**

Developmental Reading is a process of continuous growth in the acquisition of reading skills; it is a broad, well-balanced program, which includes those reading skills that should be mastered by the end of the student's high school career. The student should be proficient at word attack skills, including phonetic and structural analysis, comprehension skills, work-study skills, and oral reading skills, all of which enable him to function in other school and life situations. The program utilizes the diagnosis of individual differences and careful consideration of these differences as the basis for building a sound developmental reading program. Other major objectives of the program include making every student feel important and successful, making reading as exciting and enjoyable as possible, and meeting each student's needs in both scholastic and social settings through individualization. The program also seeks to build better comprehension in all subject areas and to expand the vocabularies of the students. The remedial reading teacher works in conjunction with the general reading program, thus minimizing the stigma often attached to these classes. The program provides a wide variety of books on students' independent reading levels, but below their instructional levels, and students are allowed class time for recreational reading. Encouraging parents to become involved in the Home Reading Program, in which parents are instrumental in helping students, constitutes a key feature of this program, as well as establishing a team effort to involve parents, teachers, and students in reading.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The most essential items of materials and equipment include the Barnell Loft series; Reading for Concepts, levels A-H; a variety of SRA kits; McCall-Crabbs series, A-E; and the Scholastic Action series. Auditory programs are presented with tapes from Educational Developmental Laboratories, Field Enterprises, and Educational Development Corporation. The program activities are located in a 4-room pod and 1 classroom. The pod may be opened into a single large room, 2 double rooms, or 4 separate rooms. One of these rooms is used by the remedial reading teacher.

#### **COST**

The total cost of instructional materials for a class of 30 is \$725. The average, annual per-pupil cost for the regular district program is \$717.

#### **FOR FURTHER INFORMATION**

Maxine Conrad, Reading Coordinator  
Interest, Needs Developmental Reading Program  
Union Junior High School  
Sandy, Utah 84070

## **DEMONSTRATION READING PROGRAM**

### **LONG BEACH, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 600 black and white students in grades 7-9. Most of the students are disadvantaged and come from low-income families.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

The program requires 1 half-time coordinator, 10 full-time teachers, and 25 part-time aides.

#### **MAJOR FEATURES**

With the exception of mentally and emotionally handicapped children, all students are required to attend both an experience laboratory for 50 minutes a day and a reading room or the learning center for an additional 50 minutes a day. The various activities in the experience lab are practical exercises. For example, during the photography lab, students develop an understanding of photography by learning the proper use of the camera and by discussing photography terminology with the instructor. In order to develop vocabulary knowledge and writing ability, the students write about their photography experiences. When a student is assigned to work in a reading room, he is contracted with the teacher to work on phonics, paragraph meaning, vocabulary, and comprehension. If a student is having difficulty learning a particular skill, he is reassigned to the learning center for intensive work on that skill. This intensive work is conducted with the assistance of an instructor and aide. Frequent diagnosis of student reading and writing problems is accomplished through consultation and evaluation of test results obtained during and after reading room activities. If students do not complete their work that day, a letter is sent to the parents requesting their assistance. Parents are asked to have the students complete the assignment in the learning center after school.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in a library converted into a learning center, 6 reading rooms, and 6 experience lab rooms which were modified to handle the diverse equipment needed for the various labs.

#### **COST**

The total cost of instructional materials for a class of 30 students is \$200. The average, annual per-pupil cost for the regular district program is \$1,050. The annual per-pupil cost of this program exceeds that by \$196.

#### **FOR FURTHER INFORMATION**

Wayne Haight, Teacher-Coordinator  
Demonstration Reading Program  
Franklin Junior High School  
540 Cerritos Avenue  
Long Beach, California 90812

## **RIGHT TO READ**

### **PHILADELPHIA, PENNSYLVANIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 3,777 students at Bartlett and Cooke Junior High Schools (grades 7-9) and at Masterman Laboratory and Demonstration School (grades 4-9). Most of the students are from disadvantaged, black, inner-city, and low-income backgrounds. However, students at the demonstration school are less homogeneous and represent a wider range of residential and income groups.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

In addition to regular classroom teachers, a unit task force at each school, comprised of administrators, reading specialists, teachers, and parents, is responsible for program planning and implementation. Paraprofessionals, parents, and university students are used to varying degrees as teacher aides. Staffing varies from school to school. Inservice is offered during summer workshops and regularly during the school year.

#### **MAJOR FEATURES**

The program emphasizes a diagnostic-prescriptive and individualized approach to reading instruction in reading classes and teaching reading in the content areas of other classes. The specific strategies for carrying out these goals, including staff development and instruction, vary from school to school depending on teacher and pupil needs. Each school program is coordinated by the principal and the Right to Read reading specialist. Classes are supplied with a variety of multilevel materials, including programmed and self-paced items, to promote individualization. Each school is also equipped with a reading skills center which serves both as a training lab for pupils and a resource center for teachers. Some instructional features are unique to each school. For example, Masterman School has a program of computer-assisted instruction designed to extend comprehension skills. Bartlett School employs reduced class size for reading instruction during half the time allotted to language arts. An important focus of the program is on developing existing staff rather than employing new personnel. Summer staff development programs in fact consume a major portion of program funds. Specific plans and materials for implementing the program, including a guidebook of suggestions for teaching reading in all disciplines, have been products of staff development activities. Parents are involved also in planning and staff development and work in many capacities during the school year in program implementation.

#### **FACILITIES, MATERIALS, EQUIPMENT**

In addition to the use of regular classrooms, each site is equipped with a reading center. The demonstration site is additionally equipped for computer-assisted instruction in reading. A variety of multimedia and multilevel materials, available commercially, is used.

#### **COST**

The total cost of instructional materials was less than \$10 per pupil at Masterman Demonstration and Laboratory School and at Bartlett Junior High School. At Cooke Junior High School, the total cost of instructional materials was less than \$2 per child. The average, annual per-pupil cost for the regular district program is \$1,144. The annual per-pupil cost of the program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Marjorie Farmer  
Director of English Education  
or  
Ida Kravitz, Assistant Director Reading-English  
School District of Philadelphia  
21st Street and The Parkway  
Philadelphia, Pennsylvania 19103

## **FUTUREPRINT ONTARIO, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

Served by the program are 360 eighth-grade students. Predominantly white and Spanish-speaking, they live in a small city and are from middle-income families.

### **YEAR STARTED**

The program began in 1973.

### **STAFF**

The staff consists of a reading specialist who directs the program, 3 reading teachers, a bilingual counselor, and 6 instructional aides and a community liaison worker, 4 of whom are bilingual. All staff members receive inservice training at the replication project (Model Schools Reading Program at Santa Barbara Junior High School), plus special local training that emphasizes the use of reading materials, development of reading skills, and ways to provide a supportive environment.

### **MAJOR FEATURES**

In the relaxed environment of a reading center, program students receive reading instruction that is individualized, sequential, and continuous. All eighth-grade English classes are scheduled into the reading center on a rotational basis for 3-week periods of instruction, a total of 18 weeks during the year. After giving diagnostic tests, reading center teachers write a prescription for each student, recommending reading activities for his particular needs and interests. A contract, or 3-week study plan, is drawn up by the teacher and student, generally outlining 2 or more lessons per day plus independent reading. When the student completes his study plan, formal evaluation is made by both the teacher and student. A multitude of resources is available in the center, particularly high-interest, multisensory materials. The program strives to meet the reading needs of all students, to provide for growth in their reading achievement, and to improve their self-concepts. Human interaction is emphasized through individual attention to each student, and program personnel strive to maintain a nonthreatening atmosphere conducive to growth and challenge for each student. The program operates in 2-year cycles, providing reading instruction for all students at the seventh-grade level and following them through the eighth grade. At the end of the cycle, a new group of seventh-grade students is served.

### **FACILITIES, MATERIALS, EQUIPMENT**

A building was refurbished to accommodate the reading center. It includes a lounge area, carpeted room, and comfortable furniture to promote a pleasant environment. Materials include controlled readers, tachistoscope, Aud-X, cassette players, programmed workbooks, basic and secondary instructional systems, games, high-interest paperbacks and magazines, and skill-building tapes.

### **COST**

The total cost of instructional materials for a class of 30 is \$6,000, which includes initial capital outlay and costs for instructional materials that can be reused. The average, annual per-pupil cost for the regular district program is \$784. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

### **FOR FURTHER INFORMATION**

Ann Glaser, Project Specialist  
Futureprint  
DeAnza Junior High School  
1450 South Sultana Avenue  
Ontario, California 91761

## **RIGHT TO READ TRANSITION LOS ANGELES, CALIFORNIA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 450 disadvantaged ninth-grade students at Foshay Junior High School. The students, most of whom are black, live in the inner area of a large city and come from families with average annual incomes under \$6,000.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

The program is staffed by a full-time coordinator, 4 full-time teachers, and 2 educational aides. Staff receive 18 hours of inservice training covering phonics and the distribution and use of materials.

### **MAJOR FEATURES**

This program is operated for students whose reading levels are below the fifth year fifth month level. Teachers make a comprehensive assessment of student needs and outline program goals and objectives. The 3 most critical needs are to improve word recognition skills, to increase reading vocabulary, and to improve comprehension of reading materials. Secondary needs are to improve the ability to obtain information through reading, to participate in success experiences, and to respond to the structure of corrective instruction. Selected English teachers administer the program with a coordinator on site. They are all trained in the specifics of the program, with emphasis on examining effective methods of teaching reading. Instructional approaches include the use of learning and listening centers, distribution of materials from a central resource room, use of diverse supplementary materials, independent reading, library work, and reading games. Self-monitored learning, teacher-directed group work, and one-to-one tutoring are all employed to varying degrees. Unique to the program is a monthly school-wide "Read-In," during which all regular school activities stop, and the entire school community (administrators, faculty, and students) read for 2 class periods. Parents are involved in the program through orientation, workshops, home visits, the media, and service on an advisory council.

### **FACILITIES, MATERIALS, EQUIPMENT**

Regular classrooms are used as learning and listening centers. A variety of commercially available equipment is used, including SRA materials, cassettes, and numerous books and periodicals. The materials are continuously upgraded as student reading abilities increase. In addition, the program has added a reading laboratory for the use of students who have severe difficulties.

### **COST**

The total cost of instructional materials for a class of 30 is \$630. The average, annual per-pupil cost for the regular district program is \$924. The annual per-pupil cost of this program exceeds that by between \$50 and \$100.

### **FOR FURTHER INFORMATION**

Rosetta Wilkerson, Coordinator  
Right to Read Transition  
James A. Foshay Junior High School  
3751 South Harvard Boulevard  
Los Angeles, California 90018

## **INTERDISCIPLINARY PROGRAM**

### **SAN JOSE, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 500 ninth-grade students from a residential area of a large city. The students are predominantly white and from middle-income families.

#### **YEAR STARTED**

The program began in 1967.

#### **STAFF**

This program is staffed by 1 part-time reading consultant, approximately 35 part-time teachers, 3 part-time counselors, and several part-time aides.

#### **MAJOR FEATURES**

This reading improvement course is designed for those students who are reading below grade level. The objective of the course is to develop the student's basic study skills, sight vocabulary, word attack skills (vowels, consonants), and reading comprehension. Instruction is under the supervision of a reading consultant, whose activities fall into 3 major areas. First, she provides remedial reading instruction for those students whose standardized test scores and classroom performance indicate a severe remedial need. Generally, this instruction is given in small groups, 2 periods per day for 2 weeks. Students frequently are involved in more than one of these sessions during the year. Secondly, she groups the students into cluster classes based on their reading and composition skills. The reading instruction needs of all students in the clusters include appropriate activities on a group basis (classroom) or on an individual basis if this is necessary. Finally, the reading consultant provides inservice help for cluster teachers who provide reading instruction as a regular part of their classes. Interdisciplinary teaching teams, each composed of an English teacher and a social science teacher, plan activities in which students enhance their basic reading and writing skills while completing assignments and activities which stress the interrelationships of the two disciplines. Specially assigned counselors work with each interdisciplinary team, not only to accomplish the educational and vocational counseling goals established for the ninth grade, but also to serve as an immediate resource person for the other cluster personnel. By working with students individually and in small groups, the counselor increases his contact with the students and at the same time assists each pupil in accomplishing his reading goals. The major activities in the program include oral reading; relative reading games (Word Rummy, Password, Dictionary); the use of tape recordings to learn word sounds; timed and recreational reading; work with reading machines; listening for comprehension; and workbook exercises for programmed instruction. College student aides assist the severely handicapped students.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in the regular classrooms. Almost all materials are commercially available, including Kaleidoscope Readers, Reading for Understanding, controlled readers, and Barnell Loft books.

#### **COST**

The total cost of instructional materials for a class of 30 is \$150. The average, annual per-pupil cost for the regular school program is \$1.118. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Arvel Clark, Principal  
Oak Grove High School  
285 Blossom Hill Road  
San Jose, California 95123



## **HIGHER HORIZONS 100**

### **HARTFORD, CONNECTICUT**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 100 ninth-grade students a year. These students are disadvantaged and show from 1 to 4 years of reading retardation, but are within the normal range of intelligence and have no serious emotional problems.

#### **YEAR STARTED**

The program began in 1965.

#### **STAFF**

The program is staffed by an administrative officer, a counselor, 6 instructors, a paraprofessional project assistant, and as many as 7 part-time college-age volunteer tutors. Inservice training usually takes the form of group planning sessions, and 2 weeks during the summer are devoted to planning the year's work.

#### **MAJOR FEATURES**

Membership in Higher Horizons 100 is presented as a privilege and an opportunity. For a student to be recommended for the program, one of his former teachers must have certified him to be of high potential. Both the student and his parents must then agree to the student's participation in the program. When they select students for the limited number of spaces available, the counselor and instructors study every recommended student's cumulative records so that program students are well known to their instructors on the first day of school. The all-day program curriculum includes language arts, mathematics, science, and regional studies. After initial testing, the language arts and mathematics classes are homogeneously grouped to facilitate instruction. One of the initial reading tests serves as a diagnostic instrument, enabling the student to begin work on his weaknesses right away. Close collaboration between instructors in different subject areas makes it possible for reading weaknesses to be remedied in all classes, and oral and written expression receive attention throughout the day. Each student is frequently counseled, not only by the Higher Horizons counselor but by his instructors. Frequent testing and a contract method of grading enable the student to judge his own progress. Standards of student conduct and achievement are high, but rewards are dependable and attainable.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Higher Horizons 100 occupies a cluster of rooms in a high school building. Many of the materials used for structural and phonetic analysis in the language arts courses are teacher prepared according to specific student needs. Commercial language arts tapes, a controlled reader, a Language Master, and Flash-X are among the devices that are used to provide needed drill and to hold students' attention.

#### **COST**

The total cost of instructional materials for a class of 30 is about \$360. The average, annual per-pupil cost for the regular district program is \$1,083. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

Mamie White, Vice-Principal  
Hartford Public High School  
55 Forest Street  
Hartford, Connecticut 06105

# INTEGRATED LANGUAGE EXPERIENCE APPROACH— USING RESEARCH UNIT WARREN, OHIO

## PROGRAM SIZE AND TARGET POPULATION

Of the 130 ninth-graders recommended by their junior high school counselors to participate in this project, about 55 are severely disabled readers. The remainder are below grade level in reading achievement. These pupils live in a small city and come from middle-income families. Although the majority of participants are either black or white, there is some representation from South American and Greek cultures.

## YEAR STARTED

The program began in 1972.

## STAFF

Serving these students requires part of the time of the high school Instructional Coordinator, 1 reading specialist, 2 language arts teachers, a paraprofessional, and a media specialist who assists students with the production of their research projects.

## MAJOR FEATURES

This program is the result of the efforts of a small team of teachers who desired an alternative approach for teaching efficient reading and study skills to underachieving high school students and for supplementing remedial reading classes. To arouse interest and motivate students to express themselves verbally, the unit begins with scenes from the movie, *Requiem for a Heavyweight*, which is followed by a visit from an amateur boxer and an exhibition of 2 fighters sparring. These activities serve as an introduction to the novel, *The Contender*, which is about the life of a high school dropout who aspires to better his life through boxing. The book's reading level is about sixth grade. For 3 weeks, the students read the book both aloud, in play form, and silently. They discuss the novel and characters through such methods as role-playing, vocabulary games, and student-created artistic reactions to the novel itself, and begin suggesting ideas for individual projects that relate generally to some aspect of the novel. Students spend the next 5 weeks researching their ideas in the library and developing a project. While learning how to use the library, students develop good study skills and note-taking ability. But, because of their reading disabilities, they often encounter material too difficult for them to comprehend. The reading specialist then immediately recommends individualized reading activities to be worked on in the Reading Center, in addition to supplementary materials at the student's functioning level that will assist him with his library work. During this research phase of the project, strong emphasis is placed on using media other than print. Students then create multimedia projects to present as a culminating activity before the class. Such projects have included transparencies depicting different hand-drawn boxing poses, a taped presentation about black music, a report about blacks in sports, edited filmstrips about poverty, posters, and dry mounts.

## FACILITIES, MATERIALS, EQUIPMENT

Students use facilities in the Media Center, which consists of 3 rooms—a library area; a viewing room for films; and a production room that houses a dry mount press, Thermofax copier, paper cutter, Diazo Proto Printer, and other production equipment. Close to the Media Center is the Reading Center, 2 classrooms where pupils work with reading hardware and software.

## COST

The total cost of instructional materials for a class of 30 is \$158. The average, annual per-pupil cost for the regular district program is \$805. The annual per-pupil cost of this program exceeds that by less than \$50.

## FOR FURTHER INFORMATION

Sharon Martin  
Coordinator DPP Reading  
Warren City Schools  
Market Administration Annex  
Warren, Ohio 44482

# LANGUAGE ARTS PROGRAM FOR THE NONACADEMIC ADOLESCENT

## FLORENCE, SOUTH CAROLINA

### PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 2,400 black and white junior and senior high school students. Residents of a small city (10,000 to 199,000), they are predominantly from low-income families.

### YEAR STARTED

The program began in 1968.

### STAFF

This program is carried out by 55 English teachers, assisted by aides. A part-time director administers the program, supervises instruction, and provides inservice training to both teachers and aides. This training consists of a special 3-day workshop held each August.

### MAJOR FEATURES

The program is designed for students who find academic achievement difficult or who do not plan to continue their education beyond high school. A primary concern is for each student's psychological needs—his capabilities, interests, attitudes, goals, cultural values, and self-concept—as well as his academic needs. The program strives to involve the student in the total academic program and to allow him to experience success. Language arts courses are taught in 2-hour blocks. Students are tested and then grouped according to levels of achievement rather than by traditional grade levels. The curriculum is divided into 7 phases of achievement, and each student proceeds at his own rate. Included are the teaching of listening, speaking, reading, and writing skills. Emphasis is given to life-related activities, and students learn to write by writing, often about their own experiences. Traditional grammar and literature books are replaced by many materials including paperbacks, skilltexts, skiltapes, newspapers, periodicals, maps, and forms such as application blanks and brochures. Instruction is done in small groups, partnership study, student-tutored groups, and individualized study, and an effort is made to establish a classroom environment that is stimulating but nonthreatening to the student.

### FACILITIES, MATERIALS, EQUIPMENT

Regular classrooms are used for the program and are stocked with a large number of paperback books, multilevel books and workbooks, tape recorders, videotape recorders, and Language Masters. Commercial learning kits and games are used as well as material prepared by teachers and students.

### COST

The total cost of instructional materials for a class of 30 is \$60. The average, annual per-pupil cost for the regular district program is \$600. The annual per-pupil cost of this program exceeds that by less than \$50.

### FOR FURTHER INFORMATION

Louise T. Scott  
Director of Language Arts Curriculum  
Florence Public Schools, District #1  
109 West Pine Street  
Florence, South Carolina 29501

## **LEARNING LABORATORIES TACOMA, WASHINGTON**

### **PROGRAM SIZE AND TARGET POPULATION**

Project participants include approximately 200 students from 1 senior high school and 1 junior high school. Students come from middle-income homes in a small city. All students in the learning laboratories were referred by teachers or counselors because of low standardization test scores and/or inadequate classroom performance.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

Each school's laboratory is staffed by 2 full-time paraprofessionals and 1 full-time coordinator. As part of their inservice activities, teachers participating in a district diagnostic-prescriptive training course may also work with laboratory students.

### **MAJOR FEATURES**

The learning laboratories are designed to improve students' reading and independent study skills. When a student is referred to the laboratory, his reading and listening skills are assessed and the reading coordinator develops a series of behavioral objectives suited to his special needs. The coordinator also prescribes activities that will help the student attain these objectives. Each day, the student checks his folder to see what activities are marked on his prescription. On Monday and Friday, all students spend 10 minutes on speed reading drills. After these drills, a student might spend 15 minutes using a commercial skill kit and then read 10 pages in a high-interest paperback book. When he completes an activity, the student corrects his own work and shows it to the teacher (or aide) for her comments and her signature. The student then uses a special sheet in his folder to record the type of activity he just completed, the percent of correct answers he received on the activity worksheet, and the time he spent on that particular activity. Every Friday, all folders are analyzed by both teacher and student, and the week's work is evaluated. Additional student conferences are scheduled every 3 weeks to decide on prescription changes and to evaluate each student's growth. When a student has achieved 90% accuracy in the objectives set for him, he progresses into different learning objectives or is programmed back into a regular English class.

### **FACILITIES, MATERIALS, EQUIPMENT**

Each laboratory is equipped with the following commercial materials and equipment: 6 sets of instrument-guided materials, 16 workbook series, 6 sets of kit-oriented materials, 5 sets of listening materials, 10 sets of enrichment materials, 5 sets of instructional games, 20 study carrels, and 2 tables designed for listening to instructional tapes via headsets. Wall-to-wall carpets and taped continuous music help promote a quiet, comfortable atmosphere in which to work.

### **COST**

The district spent approximately \$13,395 to outfit each learning laboratory. The average annual per-pupil cost for the regular district program is \$1,000. The annual per-pupil cost of this program exceeds that by between \$200 and \$299.

### **FOR FURTHER INFORMATION**

Lester Elijah  
Director of Reading  
Tacoma Public Schools  
P. O. Box 1357  
Tacoma, Washington 98401

**WESTMINSTER HIGH SCHOOL  
TITLE I READING PROGRAM  
WESTMINSTER, CALIFORNIA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The program serves 102 high school students including some bilingual and disadvantaged participants. Students live in a small city, and most are from middle-income families.

**YEAR STARTED**

The program began in 1971.

**STAFF**

The program is planned and coordinated by the project director, who works part time on the program. For each 20 students, the program requires 1 reading specialist, who carries out the instructional program, and 1 tutor and an available bilingual aide, who assist in the classroom. Graduate students with backgrounds in reading and psychology serve as tutors. Inservice training for teachers amounts to 100 hours per year; tutors and aides receive 40 hours of training. Inservice workshops stress methods for utilizing reading materials and ways of relating to students of varied backgrounds and problems.

**MAJOR FEATURES**

The goal of this program is to increase the reading skills of low-achieving students of average ability. Students are assigned to reading classes on the basis of diagnosed needs and stay in the classes only as long as necessary to improve their skills. Some students attend reading classes for 4 months; others, as long as a year. Instruction is individualized and based on a cycle of pretest, diagnosis, activities, and posttest. A wide range of materials and equipment is utilized. An important component of the program is enhanced guidance counseling through the reduction of class sizes, the use of aides and graduate students as tutors, and coordination with the school counselor. By giving each student more individual attention and allowing him to work individually, the program aims to improve the attitudes and self-images of students as well as to increase their reading proficiency. Teacher stimulation is also emphasized through inservice workshops, attendance at reading conferences, and visits to other reading programs.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Instruction takes place in a carpeted reading lab provided with carrels and the following equipment: a Craig Reader, Tach-X, controlled reader, shadowscope reading pacer, movie projector, record players, videotape machine, and tape recorder. Among the reading materials used are SRA kits, Word Clues, Language Master, Barnell Loft series, and Spelling Lab set, plus crossword puzzles, workbooks, teacher-prepared games and materials, and over 500 high-interest, low-vocabulary reading books. Locally developed diagnostic profiles and tests are also used.

**COST**

The total cost of instructional materials for a class of 30 is \$7,500. The average, annual per-pupil cost for the regular district program is \$1,253. The annual per-pupil cost of this program exceeds that by between \$300 and \$399.

**FOR FURTHER  
INFORMATION**

Hal Gubernick  
Assistant Principal and Project Director  
Title I Reading Program  
Westminster High School  
14325 Goldenwest Avenue  
Westminster, California 92683

# **TEACHING READING TO THE DISADVANTAGED IN A VOCATIONAL TECHNICAL HIGH SCHOOL LAS VEGAS, NEVADA**

## **PROGRAM SIZE AND TARGET POPULATION**

About 150 black and white vocational high school students are enrolled in this remedial reading course. Most students are from middle-income families and have reading scores that are 3 years below their grade level. Residents of a small city, participants include mentally retarded and physically handicapped students.

## **YEAR STARTED**

The program began in 1971.

## **STAFF**

The school principal fulfills administrative duties for the program, and a reading specialist teaches the course.

## **MAJOR FEATURES**

This 9-week course is designed to increase students' reading skills, to foster positive attitudes toward reading, and to improve self-concepts. Enrollment is limited to 16 per class so that the teacher can give attention and assistance to each student. A pretest is given to measure students' reading strengths and skill deficiencies and to help them see areas in which they need help. The only firm requirement for the course is to read a novel and make a book report. During the main portion of class time, each student works individually on reading skills and uses a variety of materials for his reading level. These include comprehension kits, newspapers, decoding worksheets, controlled reader stories, crossword puzzles, short-story books, spelling exercises, and high-interest, low-vocabulary trade books. In group activities, students watch movies and then answer questions to test their comprehension, listen to tapes of stories and poems and discuss them, play word games, and read plays aloud. For completing activities with success, students receive points for their grade. Each student has a card on which his activities and points are recorded, enabling him to keep track of his progress and experience feelings of accomplishment and success. At the end of the course students are given a posttest to assess their achievement.

## **FACILITIES, MATERIALS, EQUIPMENT**

The course is taught in a reading room equipped with chairs and 4 tables, pillows for floor sitting, posters, book shelves, and magazine racks. Materials include commercial skill-building kits, reading series, educational games, and over 150 paperback novels plus many teacher-prepared items.

## **COST**

The total cost of instructional materials for a class of 30 is \$210. The average, annual per-pupil cost of the regular district program is \$772. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

## **FOR FURTHER INFORMATION**

Jackie McRitchie, Reading Specialist  
Southern Nevada Vocational Technical Center  
5710 Mountain Vista  
Las Vegas, Nevada 89102



## **COMMUNICATION ARTS PROGRAM—READING**

### **OLEAN, NEW YORK**

#### **PROGRAM SIZE AND TARGET POPULATION**

Served by the program are 80 high school students, predominantly whites from low-income families living in a small, industrial city.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

The program is staffed by a coordinator and 2 teachers. Additional city-wide specialists, including a reading consultant, 2 psychologists, a speech therapist, a social worker, and a librarian, work with students as the need arises.

#### **MAJOR FEATURES**

Students selected for this program have consistently scored below grade level on standardized tests and are at least 1 to 3 years behind grade level in reading achievement. They combine work on reading skills with their study of English and the social sciences during 2 consecutive 40-minute periods. An educational prescription is written for each pupil that refers him to specific materials appropriate for his skill level. During 1 period, small groups of students with similar reading abilities read aloud from novels selected from the 300-volume paperback library. Working alone, they spend the other period reading from programmed readers, preparing book reports, reading magazines or newspapers, or using the library to research specific questions about the social sciences. Each student is responsible for keeping a daily record of how much time he spends on each activity. Students also complete 1 in-depth project per semester that requires imagination and demands responsibility. Communication is an important part of the program. Students share their emotional reactions to the novels they read and present weekly "reaction work," a subjective expression of accomplishments and failures. Self-evaluation forms, which students complete 4 times a year, provide the teacher with another method of assessing achievement of goals and personal growth in each pupil. The teacher also guides frequent rap sessions to help students work out problems they may be having relating to other people or making decisions.

#### **FACILITIES, MATERIALS, EQUIPMENT**

This program operates in a large room equipped with tables, chairs, and study carrels. For individual work, students work from an array of teacher-prepared materials that include suggestions for special projects and guide sheets for library work. There is also a variety of multimedia equipment available for project preparation.

#### **COST**

The initial cost to equip the reading room was \$2,500. Maintenance cost of consumable instructional materials for a class of 30 is \$300. The average, annual per-pupil cost of the regular district program is \$600, which covers the annual per-pupil cost of this program.

#### **FOR FURTHER INFORMATION**

Waldo Pettenati, Coordinator  
Communication Arts Program—Reading  
410 West Sullivan Street  
Olean, New York 14760

## **OCCUPATIONAL LEARNING CENTER SYRACUSE, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 190 to 200 high school students per year in 4 centers in the inner-city area of Syracuse. About 90% of the program students are black, and about 85% come from families with annual incomes of \$6,000 or less.

### **YEAR STARTED**

The program began in 1970.

### **STAFF**

The program requires 1 half-time administrator and a full-time staff of 10 teachers and 4 counselors. Teachers participate in 3 hours of inservice training every 2 weeks, focused on individualized instructional techniques. Counselors receive inservice training for approximately 1 hour each week on student needs, vocational information, and use of school and community resources to support students' programs.

### **MAJOR FEATURES**

The Occupational Learning Center program provides an alternative high school experience for young people who are academically or socially unable to cope with the regular high school program. For each student, there are 4 major goals: (1) to have a specific work skill, (2) to achieve a specified level of competency in reading, communication, and computation, (3) to have a basic background of knowledge of his social environment, and (4) to develop a mature decision-making process. Students are given a battery of formal and informal tests in reading, math, language arts, social studies, science, and the world of work. Typically, they are at least 2 grades below the norm in reading. Using test results and extensive information about the student's past record and his personal background, the teacher prepares an individual program for the student outlining the specific objectives that he must master to qualify for graduation. After reviewing these requirements, the student makes a commitment to become involved in the total program—academic and career. Each student spends approximately 2 hours a day in general education study at the Center and approximately 3 hours a day in career planning and preparation. The Learning Center staff use the resources of school and community to involve each student in school and/or on-the-job training and preparation. Each day the student consults his assignment folder in which are recorded the results of his previous day's work and the specific assignments he must complete for the current day. Assignments are planned to take 2 hours to complete, and each student's assignments are unique. A wide variety of commercially available materials is used, as well as teacher-made materials. Each student works by himself at whatever pace enables him to complete each assigned exercise at a proficiency level of 90%. He is encouraged to complete as many assignments as he is able to handle every day, but the responsibility for his progress rests on him. He receives constant and immediate feedback and reinforcement from the teaching staff, as well as individual tutoring whenever he needs it.

### **FACILITIES, MATERIALS, EQUIPMENT**

No special materials or equipment are necessary. Each center has been converted into areas for instructional resources, individual work, and conferences with teachers or counselors.

### **COST**

The total cost of the instructional materials for a class of 40 is \$3,500. The average, annual per-pupil cost of the regular district program is \$1,374. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Vincent F. Brennan, Supervisor  
Washington Irving School  
Syracuse, New York 13210

## **SECONDARY READING PROGRAM—COMMUNICATION SKILLS**

### **DALLAS, TEXAS**

#### **PROGRAM SIZE AND TARGET POPULATION**

More than 5,900 high school students from the 12 high schools in Dallas, designated target schools according to ESAA guidelines, are receiving remedial reading instruction. The average income of families of program participants, at least 66% of whom are black, is under \$6,000. The program also serves Anglos, Chicanos, and American Indians.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The director and 3 coordinators, each of whom monitors program operations at 4 schools, share administrative responsibilities. Sixty reading teachers are assisted by 60 aides, 95 paid tutors, peer tutors, and about 600 community and parent volunteers. Each high school also has a resource teacher who coordinates program activities within the school. Parent-community relations are maintained by 12 home-school liaison people. Inservice training has included a month-long summer workshop for reading and resource teachers, as well as monthly staff development meetings covering such topics as teaching minority students, dialects influencing reading, and appreciating cultural differences in students.

#### **MAJOR FEATURES**

Communication Skills, offered to participating students in lieu of their regular English class, is an attempt to alleviate some of the reading problems of the most severely disabled readers. Students are selected for the program on the basis of the following variables: academic need (2 years or more below grade level in reading), recommendations from teachers and counselors, psychological tests, and past participation in the program. Once selected, however, students and their parents retain the option of declining to participate. Diagnostic tests are administered to all program members, and individual educational prescriptions are prepared. Each teacher uses available resources in different ways. Team teaching, intraclass groupings, individual contracts with students, locally developed learning packets, strong reliance on volunteers for one-to-one tutoring, and peer tutoring are some of the instructional strategies used. Students remain in the program at least 1 year and in some cases longer.

#### **FACILITIES, MATERIALS, EQUIPMENT**

When the program began, every attempt was made to utilize available facilities at each school, some of which have separate reading laboratories. In other schools, instruction takes place in the regular classroom. To facilitate appropriate selection of materials, which include many skills development programs, kits, paperbacks, periodicals, and audiovisual aids, a group of teachers developed a form for cataloguing materials. The form identifies such key elements as content, skills level, medium of presentation, and socio-political emphasis.

#### **COST**

The total cost of instructional materials for a class of 30 is \$200. The average, annual per-pupil cost of the regular district program is \$878. The annual per-pupil cost of this program exceeds that by between \$100 and \$199.

#### **FOR FURTHER INFORMATION**

Dr. Robert R. Galvan  
Director, Secondary Reading  
Dallas Independent School District  
3700 Ross Avenue  
Dallas, Texas 75204

**PHOENIX UNION HIGH SCHOOL DISTRICT READING AND  
TITLE I SUPPLEMENTARY PROGRAM  
PHOENIX, ARIZONA**

**PROGRAM SIZE AND  
TARGET POPULATION**

The district reading program serves ninth- and tenth-grade students at 11 large city high schools. Students are predominantly white, although 4 district schools have over 20% black students and 2 district schools have over 20% Spanish-speaking students. The Title I supplementary program serves 391 disadvantaged students in grades 9-12 who are reading below grade level.

**YEAR STARTED**

The program began in 1971.

**STAFF**

All 11 high schools have a reading department that is fiscally and administratively separate from the English department. In addition to 52 regular reading teachers, the program is served by a reading supervisor, 18 full-time paraprofessionals, 60 adult and student tutors, and 22 Title I teachers.

**MAJOR FEATURES**

By high school graduation, all students (excluding mentally handicapped and learning disability students) are required to pass all 12 skill areas on a locally developed reading test. Entering ninth-grade students are enrolled in a reading class for at least 1 semester. At this time, they take the locally developed Minimal Reading Proficiency Assessment to determine their strengths and weaknesses in such skill areas as using the context to find the meaning of unknown words; picking out main ideas and supporting details on the 3 comprehensive levels; seeing relationships; recognizing cause and effect; following written directions; using a table of contents and an index; and working with charts, graphs, and tables. Students who are unable to pass 1 or more of the skill areas receive reading instruction taught by a reading specialist and reinforcement of their reading skills in subject areas. In the reading centers, students use a wide variety of audiovisual materials (controlled readers, videotapes) as well as commercially prepared materials and district-developed instructional minipacs. Some students participate in computer-assisted instruction. Reading teachers work with subject matter teachers to ensure that students receive vocabulary building exercises and productive reading assignments in all their classes. Students in ninth grade who are reading below grade level receive one-to-one tutoring or small-group instruction in Title I classes. Title I funds are also used to sponsor a summer reading and language arts program.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Two to 5 reading centers are located in each of the 11 high schools. Essential items and materials for the total program include district-prepared criterion-referenced tests and self-instructional reading units. A wide variety of commercial print and nonprint materials is also used.

**COST**

The estimated cost to equip a reading center with print and nonprint materials is \$2,000. The annual per-pupil cost for supplemental Title I reading instruction exceeds the cost of the district reading program by between \$100 and \$199.

**FOR FURTHER  
INFORMATION**

Thomas F. McDonald, Supervisor  
District Reading  
Phoenix Union High School District  
2526 West Osborn Road  
Phoenix, Arizona 85017

## **HIGH SCHOOL READING—LA SIERRA READING LAB**

### **CARMICHAEL, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 90 students in grades 9–12 at La Sierra High School. The students reside in the suburbs of a large city and come from middle-income families.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

The program is staffed by a full-time reading specialist and an aide. In addition, a student assistant works with other students during the reading sessions. Ongoing inservice training is provided as needed.

#### **MAJOR FEATURES**

This individualized reading program is designed to increase the student's reading grade level on a month-for-month basis, to increase his motivation, to enable him to work individually and as a team member, to increase his vocabulary, and to foster a positive attitude toward reading by providing successes in reading. Students are generally selected for the program from results on the CTBS, administered to incoming freshmen. When the student enters the program, he is given a battery of tests to determine his reading level, phonetic weaknesses, oral reading ability, and any visual problems. All the data are then compiled in individual folders, and a sheet of assignments, called a profile, is prepared for the student to complete in order to improve his reading skills. Instructional materials are coded to specific reading skills and are placed in a retrieval system. The retrieval system enables the teacher to select the necessary materials for the student's profile. For each profile or outside reading assignment completed, the student receives 1 point, which entitles him to leave class to study or to participate in other class or recreational activities for about one-third of a class period. During class, the teacher's responsibility is to go from student to student, offering help, clarifying instructions, checking over completed assignments, listening to book reports, and giving encouragement. The teacher is assisted by an aide and student assistants who are good readers and mature students. Each semester a letter is sent to the student's regular classroom teachers, informing them of the student's progress and offering assistance. Parents, too, are informed of the program through a special meeting, and they are encouraged to help students with outside reading and general support.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in a classroom which also serves as a learning center and a library. A variety of commercially available and teacher-prepared materials is used, including taped stories, vocabulary cards, skill builders, Pictocabulary, and assorted workbooks.

#### **COST**

The total cost of instructional materials for a class of 30 is \$2,500. The average, annual per-pupil cost for the regular district program is \$1,010. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Richard G. Watson, Director  
High School Reading—La Sierra Reading Lab  
La Sierra High School  
5330 Gibbons Drive  
Carmichael, California 95628



# COMMUNICATION CLASSES FOR SECONDARY SCHOOL PUPILS

## LAFAYETTE, LOUISIANA

### PROGRAM SIZE AND TARGET POPULATION

There are 1,674 high school students in grades 9-12 in Communication Classes, about 70% of whom are black. The average income of their families is less than \$6,000.

### YEAR STARTED

The program began in 1971.

### STAFF

One program coordinator spends about 25% of her time assisting 45 teachers and 5 tutors. Reading specialists train teachers to diagnose reading problems and to prescribe appropriate materials. Inservice training sessions are ongoing teacher-directed discussions of particular problems encountered with students.

### MAJOR FEATURES

Communication Classes are 1-semester courses that provide self-pacing, success-oriented instruction in reading for 50 minutes each day. The content is organized into 2 phases, and students can choose one of several courses at each phase. Participating students, who usually spend 2 semesters in the program, are either slow learners or underachievers, as measured by 2 reading tests which the students take in the spring before they are chosen to be in the program. To provide diagnostic-prescriptive instruction, the staff has developed a Guide to Materials for Teaching Basic Reading Skills, which teachers use as a reference when planning individual programs. The Guide includes diagnostic reading tests and a reading analysis sheet, an index of reading skills and materials related to each skill, and suggestions for games and phonics puzzles. Besides relying on individual and small-group work to develop cognitive reading skills in the students, the program strongly emphasizes affective development, and at least half of each daily period is spent on open-ended discussions, role-playing, and oral and listening activities.

### FACILITIES, MATERIALS, EQUIPMENT

Each of the 5 high schools has an Instructional and Materials Center that is used for staff meetings, tutoring, testing, and materials storage and development. Classrooms used for Communication Classes are usually located close to this center to make sharing of materials easier. The materials, all commercially available, include multilevel reading programs and kits, paperback books, movable audiovisual stations equipped with cassettes, filmstrips, and a projector, and locally developed games.

### COST

The total cost of instructional materials for a class of 30 is \$299. Because of scheduling and space arrangements, materials are used by many students each day. The average, annual per-pupil cost of the regular district program is \$616. The annual per-pupil cost of this program exceeds that by less than \$50.

### FOR FURTHER INFORMATION

Eula B. Moss, ESAA Coordinator  
Lafayette Parish Secondary Schools  
P. O. Drawer 2158  
Lafayette, Louisiana 70501



# **NEW YORK CITY RIGHT TO READ IMPACT PROJECT**

## **BROOKLYN, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

Three New York City high schools serve about 2,200 disadvantaged students in grades 9-12. The students, most of whom are black or Spanish-speaking, reside in the inner city and come from low-income families.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

Although staffing differs somewhat from school to school, the program basically requires 1 part-time administrator per site, 1 reading teacher and 1 para-professional per 80 to 100 students, 1 part-time reading specialist per site (serving as teacher trainer and/or technical assistant), and 1 or 2 additional trainers of content area teachers.

### **MAJOR FEATURES**

The program's main goals are twofold: the early identification and remediation of reading disabilities through the use of study skills centers, and ongoing teacher training, stressing on-the-job training of teachers in all content areas. Students entering high school reading below the seventh-grade level are included in the program. The remedial approach employs reading centers, diagnostic-prescriptive techniques, programmed learning, multimedia materials, and individualized contracts. Each student maintains a folder with a weekly prescription. Materials are self-directing and self-correcting, and the student charts his own progress. Students work on a one-to-one basis with teachers or their substitutes in small groups, independently at their own pace, or occasionally in large groups. Training of teachers in the content areas is accomplished by a system of assists: the content area trainee assists a more fully trained teacher in the reading laboratory and is in turn assisted by a master reading teacher in his own classroom. Important in this training is the daily use by teachers of an interaction room equipped with learning materials, professional books, and periodicals, for both informal sharing and more formal conferences. At each school, paraprofessionals are trained in workshops, on the job, and in a series of conferences with the reading coordinator. Student teachers, high school students, and community volunteers are trained in a similar way. Parents are involved in a variety of ways, including serving on a task force and working as paraprofessionals.

### **FACILITIES, MATERIALS, EQUIPMENT**

Each site houses several reading skills centers specially equipped with movable furniture, audiovisual equipment, display racks, and a paperback library. Each school also has a teacher interaction room for informal teacher gatherings, professional references, and records storage. A large variety of commercially available training kits, workbooks, cassettes, filmstrips, and paperbacks is also required.

### **COST**

The start-up cost of instructional materials for a lab serving 150 students is \$2,500. The average, annual per-pupil cost for the regular district program is about \$850. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

### **FOR FURTHER INFORMATION**

Muriel Mandell, Coordinator  
Office of Instructional Services,  
Bureau of English  
Board of Education of the City of New York  
131 Livingston Street  
Brooklyn, New York 11201

# **HIGH SCHOOL PEER TUTORING (HOMEWORK HELPERS) PROGRAM**

## **NEW YORK, NEW YORK**

### **PROGRAM SIZE AND TARGET POPULATION**

The program annually serves about 4,000 disadvantaged students in grades 9–12 at 50 high schools. A large proportion of the students are black or Spanish-speaking and come from low-income homes in the inner city.

### **YEAR STARTED**

The program began in 1969.

### **STAFF**

The program is administered by a full-time coordinator, an assistant coordinator, and 10 general assistants who conduct site visits. Instructional staff at each of 50 centers includes 1 master teacher, 1 teacher aide (usually a college student), 1 educational assistant (an adult paraprofessional), and 10 to 15 student tutors. In addition, 2 full-time auxiliary trainers with some college experience assist in training tutors. All staff receive 10 hours of inservice training in program organization, methods, and materials.

### **MAJOR FEATURES**

The program is designed to provide individualized tutoring in reading and math by high school students to other high school students at New York City schools serving disadvantaged students. The program aims to significantly improve grade equivalent scores of students in reading and in math computations and concepts. Students are invited into the program through announcements, bulletin boards, and teacher recommendations. They are tested when they initially come for tutoring. On the average, entering students are 4 to 6 years behind grade level in reading and math. They generally remain in the program for 3 to 4 months, receiving from 24 to 30 hours of tutoring. Tutoring is offered before and after school 4 days a week for 2 hours daily. The tutors, working with 1 or 2 students at a time, assist in vocabulary development, oral reading, comprehension, and math skills. The remedial teachers in many schools serve as informal consultants for tutoring techniques and materials. However, tutors primarily work under the supervision of master teachers and coordinators, with very little cross-reference to other school programs. General program coordinators make bimonthly site visits to each school to check on program implementation and to provide information on materials use and program operation. A monthly newsletter is sent to all schools, and workshops in reading and math are held for small groups of master teachers to keep them well informed.

### **FACILITIES, MATERIALS, EQUIPMENT**

Tutoring is conducted in regular high school classrooms and libraries. A variety of commercially available and teacher-prepared materials is used, including SRA Reading and Math Labs, Barnell Loft Specific Skill Reading Series, Programmed Phonics with Tapes, and paperback books for individualized reading.

### **COST**

The total cost of instructional materials for a class of 30 is \$200.

### **FOR FURTHER INFORMATION**

Albert R. Deering, Coordinator  
High School Peer Tutoring (Homework Helpers) Program  
141 Livingston Street  
Brooklyn, New York 11201

## **LINDAMOOD AUDITORY DISCRIMINATION IN DEPTH (ADD)**

### **SAN LUIS OBISPO, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program operates throughout the United States and in several foreign countries, serving students at all grade levels and from various demographic backgrounds. This description focuses on the San Luis Obispo program, which serves 23 educationally handicapped students in grades 10-12 at San Luis Obispo Senior High School. The students come mostly from middle-income families in a small city.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

The program is staffed by 1 full-time teacher, 1 half-time aide, and volunteer student aides from the high school and nearby state college. This is the desirable staffing for every 20 to 30 students. Aides require training. Consultant service is available from the publisher or the authors.

#### **MAJOR FEATURES**

The program is designed for students of any age or grade level identified as having inadequate auditory conceptualization skills, as measured by the Lindamood Auditory Conceptualization (LAC) Test, or as evidenced by inability to use phonetic cues in spelling and reading. Instruction may take from 8 weeks to 1 year, depending on the student's need. At San Luis Obispo, students receive 15 minutes of one-to-one tutoring daily from program staff and volunteer aides. The program teaches the student to use oral motor-kinesthetic, visual, and auditory cues to develop reading skills. Through an inductive approach, the student is led to differentiate between sounds by the way the mouth, tongue, and throat produce the sounds. Verbal mediation and labeling are used to achieve conscious focus on sensory clues. Phoneme/grapheme associations are established. Articulatory, auditory, and visual feedback are integrated to conceptualize syllable contrasts. In particular, after the student has "discovered" all the consonants and vowels, he works with colored blocks in encoding simple-to-complex nonsense syllables and in conceptualizing contrasts within syllables. The techniques establish self-generating, self-correcting behavior in reading, and also in speech and spelling performance.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Regular classrooms house the program. Materials used are instructional kits and the LAC Test developed by Patricia and Charles Lindamood, San Luis Medical Clinic and California Polytechnic State University. The kit and test are marketed by Teaching Resources, Boston, Massachusetts, educational service of the New York *Times*.

#### **COST**

The total cost of instructional materials for a class of 30 is \$103. The San Luis Obispo School District average annual per-pupil cost is \$1,221. Including the ADD program in the curriculum makes a negligible increase in cost. The ADD materials are not consumable, and the \$103 is a one-time cost.

#### **FOR FURTHER INFORMATION**

Lucille Poler  
San Luis Obispo Senior High School  
1350 California  
San Luis Obispo, California 93401

## **COMMUNICATIONS ENGLISH**

### **SPENCERPORT, NEW YORK**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves all tenth- through twelfth-grade students and underachieving ninth-grade students at E. J. Wilson High School. The approximately 300 participants are predominantly white and come from suburban, middle-income families.

#### **YEAR STARTED**

The program began in 1970.

#### **STAFF**

A media director, a reading coordinator, an English Department Chairman, 13 part-time teachers, a full-time reading teacher, and a full-time aide work as a team in the design and administration of the program. All staff have received at least 20 hours of inservice training in diagnostic-prescriptive techniques. College students provide part-time tutoring for some students.

#### **MAJOR FEATURES**

The general purpose of Communications English is to develop competencies in reading, writing, listening, and speaking. Instruction takes place in regular English classrooms, in a Communication Center, and, for ninth-graders, in special program classrooms. In the classroom, students spend approximately 13 weeks studying each of 3 major strands of English: literature, composition, and language. Each trimester, students pursue 1 of these strands with a different subject matter specialist. Emphasis is on developing competencies in the language arts, rather than on mastery of the subject matter. In literature, for example, students focus on reading skills necessary to comprehend, interpret, and evaluate essays, short stories, and novels. Teachers encourage students to preview textbooks and to vary their reading rates according to subject matter and teacher assignments. Students are tested at the beginning of the year and at the beginning of each 13-week sequence. Results of these tests are used to plan individual student programs. These programs stress skill development, core concepts (terms, facts, and ideas) or individual study. One day out of every 3 instructional days, students work on their individual programs in the Communications Center. The Center is equipped with controlled readers, tachistoscopes, cassette players, and multilevel reading materials. These self-instructional materials free teachers from drill activities to serve as diagnosticians, prescribers, and counselors. Each student has his own folder on file in the center to record his progress.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The Communications Center is housed in a 24' by 32' classroom. Here, 13 carrels contain controlled readers, cassette recorders, and Language Masters. A wide variety of multilevel reading materials is available in a pleasure reading corner. Teachers prepare record-keeping folders for each student.

#### **COST**

The total cost of instructional materials for a class of 30 is \$1,050. The average, annual per-pupil cost for the regular district program is \$1,550. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Francis Ferris, Reading Director  
Spencerport Central School  
31 Ballard Avenue  
Spencerport, New York 14559

## **MENTOR HIGH SCHOOL READING PROGRAM**

### **MENTOR, OHIO**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 2,800 students in grades 10-12. Students are white and come from a small city (10,000 to 200,000) where their families are primarily in the middle-income range (\$6,000 to \$15,000 annually).

#### **YEAR STARTED**

The program began in 1968.

#### **STAFF**

In addition to district-level administrators who spend quarter-time in the project, the program is staffed by 1 master teacher in language arts and 21 language arts teachers. One clerical aide performs all secretarial tasks for the program and provides assistance in the preparation of instructional materials. Other support personnel include a media specialist, an audiovisual technician, librarians, and a part-time program evaluator.

#### **MAJOR FEATURES**

In the Mentor High School Reading Program, the skills of reading, writing, speaking, and listening are taught to all tenth-, eleventh-, and twelfth-grade students in the language arts program. A secondary reading skills chart was developed, behavioral objectives were written, and minimal-competency tests in both reading and writing were prepared. Between September and April, all skills listed on the skills chart are reviewed with all grade 10 students in every language arts class. In April, the 2 competency tests are administered to all grade 10 students. Students whose test results indicate that they are deficient in reading or writing skill development are required to enroll in a corrective program at the beginning of grade 11. They remain in the program until they have reached competency level. Students who demonstrate reading and writing competency in grade 10 are free to enroll in courses in the 9-week elective program in grades 11 and 12, where development in the 4 language arts skills is continued using interest-centered content. In all courses, multilevel, multimedia materials are used. In certain courses, students keep journals and practice sustained silent reading. Building the student's self-image is stressed at all times. The reading specialist also works with teachers who instruct in content areas other than language arts. The traditional school library has been converted into a learning/media center where both printed and nonprinted materials are available. Students are sent individually or in small groups to the center by their subject matter teachers. In the center they may work with designated reading skill-building materials, simply browse, or read newspapers, magazines, or books of their own choosing.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Activities take place in regular high school classrooms and in the library which has been converted into 4 learning/media centers by using bookcases as dividers. A variety of commercial and teacher- and student-prepared materials is used, including paperback books, worksheets, filmstrips, overhead projectors, tapes, and cassettes. Program personnel emphasize that the program is technique centered rather than material centered.

#### **COST**

The average, annual per-pupil cost for the regular district program is \$952. The annual per-pupil cost of this program exceeds that by less than \$50.

#### **FOR FURTHER INFORMATION**

Ruth W. Gooding, Assistant Principal  
and Secondary Reading Coordinator  
Mentor High School  
6477 Center Street  
Mentor, Ohio 44060

## **LEARNING 100**

### **RUTLAND, VERMONT**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 34 students in grades 10-12 and 10 students enrolled in basic adult education, all of whom have a reading grade placement below 6.0. Most participants are middle-class white students from a small city.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

One full-time teacher with a background in reading implements the program; her tasks include diagnosis, prescription, and evaluation. Six hours of inservice training are provided, including orientation, operation of equipment, and related courses.

#### **MAJOR FEATURES**

The program employs a reading lab approach for below-level reading students referred by teachers and counselors. Each student attends the lab for 2 periods a day in lieu of regular English class. The student is assigned an individualized program which begins at a level at which he can succeed and progress confidently. Broad goals are to improve competency in language skills, improve self-concept, and develop a positive attitude toward school. Learning materials are adult oriented, designed to meet the needs and interests of mature students. Individualized, programmed materials in vocabulary, reading comprehension, and study skills are used to permit continuous, systematic learning with the student fully aware of his progress. To stimulate involvement, audiovisual aids are used extensively to improve skills in perceptual accuracy, word attack, word recognition, fluency, rate, comprehension, and analytical reading and listening. An advisory committee, composed of an administrator, 1 parent, and 1 former student, meets regularly to keep abreast of program activities.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Special Learning-100 materials developed by Educational Development Laboratories (EDL) are used, as well as a variety of teacher-made reinforcement materials. The lab is equipped with the following machines: 1 Aud-X, 1 Tach-X, 1 controlled reader with process trainer, 4 controlled reader juniors, and 1 tape deck.

#### **COST**

The total cost of instructional materials for a class of 30 is \$698. The average, annual per-pupil cost for the regular district program is \$1,300. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Geraldine B. Calcagni, Instructor  
Rutland High School  
Area Vocation Technical Center  
Woodstock Avenue  
Rutland, Vermont 05701



## **HIGH SCHOOL WORKSHOP IN CRITICAL READING**

### **EVANSTON, ILLINOIS**

#### **PROGRAM SIZE AND TARGET POPULATION**

The 3-week summer program initially served 104 eleventh-grade students who wanted to continue their education but had low grades and low SAT scores. Subsequent programs have been run on a modified basis, involving fewer students and teachers and less funding. Program students, almost half of whom are black, come largely from homes in the \$6,000 to \$8,000 income range in rural areas, small towns, and inner cities in the Midwest.

#### **YEAR STARTED**

The program began in 1973.

#### **STAFF**

The program is staffed by a director, 3 reading teachers, 3 writing teachers, 2 media teachers, 3 lab supervisors (one each for the areas of reading, writing, and media), 5 college-age tutors, and specialists in music, art, and drama. Teachers receive 20 hours of training in creative thinking and program orientation; tutors receive 10 hours of orientation.

#### **MAJOR FEATURES**

This 3-week summer workshop is designed to improve the scholastic performance and college board scores of low-achieving high school juniors who have college aspirations. The program is based on the assumption that the capacity to read and write effectively is largely influenced by the capacity to think clearly. Accordingly, key program objectives are to improve performance in reading comprehension, to improve understanding and use of critical and creative thinking skills, to improve general writing skills and the ability to take essay tests, and to strengthen motivation and self-confidence. Critical and creative thinking is the major orientation to all courses; reading is emphasized as a thinking process. Intensive reading, writing, and media labs using individual and small-group instruction are held. The creative arts are emphasized also as a vehicle for improving the self-concept of participants. A wide variety of seminars is offered in areas such as mime, modern dance, batik, drama, chorus, and musical production. Every day is divided into 9 activity periods, each offering 4 or 5 classes or seminars that students may choose to attend. Thus, students are totally immersed in related activities every day for 3 weeks. They live in a college dormitory and are tutored by college students and teachers who are selected for their ability to work with high school students, thereby receiving reinforcement for their college-bound goals.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Classrooms and seminar areas on the campus of the National College of Education in Evanston are used for program activities. A variety of district- and teacher-prepared materials is required. These materials are focused on critical and creative thinking and also on reading, writing, and media instruction.

#### **COST**

The total cost of instructional materials for a class of 30 is \$2,000. The total cost of the initial program was approximately \$57,000, representing a per-pupil expenditure of about \$550. Program revisions have reduced per-pupil costs to \$400.

#### **FOR FURTHER INFORMATION**

Joan F. Smutny, Executive Director  
High School Workshops  
National College of Education  
2840 Sheridan Road  
Evanston, Illinois 60201

The following reading programs serve both elementary and secondary level students. Because the majority of program participants are elementary level, the descriptions may be found within the section of the catalog entitled "Elementary Programs."

Arizona, Flagstaff	Flagstaff School District Remedial Reading Program (grades 2-9).....	141
California, El Cajon	Psycholinguistic Approach to Reading (PAR) (grades K-8).....	80
Long Beach		
California, Los Angeles	The Reading Game (grades K-12) .....	84
Rosamond		
California, Los Angeles	Developmental Reading Program (DRP) (elementary and secondary school)...	11
California, Santa Ana	Project Meaningful Education—Santa Ana Unified School District (grades 2-8).....	139
Colorado, Fort Collins	Poudre R-1 Title I ESEA Reading Services Program (grades K-7).....	78
Georgia, Clarkston	DeKalb County Reading Center (elementary and high school) .....	14
Georgia, Harlem	Right to Read—Special Reading Project (grades 5-7).....	160
Illinois, Chicago	Computer-Assisted Instruction (CAI) (grades 4-8).....	154
Illinois, Matteson	Matteson Four-Dimensional Reading Project (grades 4-8) .....	155
Indiana, Indianapolis	Neurological Impress Method (NIM) (grades 2-8) .....	140
Indiana, Mishawaka	Special Reading (grades 1-8) .....	128
Louisiana, Lafayette	Volunteer Tutorial Reading Program (grades K-7) .....	79
Louisiana, Shreveport	Caddo Parish Continuous Progress Program (grades K-8) .....	81
Maryland, Baltimore	Functional Reading for Maryland (grades 1-12) .....	131
Massachusetts, Bourne	Bourne Coordinated Total Reading Program (grades K-12) .....	85
Michigan, Ann Arbor	Children's Program—Reading and Learning Skills Center (grades K-12)..	86
Minnesota, Minneapolis	Basic Skill Centers Reading Program for Older Pupils (grades 4-9).....	158
Minnesota, Minneapolis	Shedd's Alphabetic-Phonetic Structural Linguistic (APSL) Approach to Reading (elementary, junior, and senior high school).....	17
Missouri, Nixa	Intermediate Grades Accelerated Reading Program (grades 5-7).....	161
Missouri, St. Louis	Reading Improvement Teams (RIT)—ESEA Title I (grades 1-8) .....	129

Montana, Broadus	Broadus Right to Read Project (grades K-8) . . . . .	82
Nebraska, Bellevue	Right to Read (grades 1-3; high school tutors) . . . . .	101
New Mexico, Bloomfield	Preventing Failure Through Improved Reading (preschool through senior high school). . . . .	8
North Carolina, Goldsboro	"Furthering New Horizons"—ESEA Title I Reading Program (grades 4-8) . . . . .	156
Ohio, Cleveland	Diagnostic Reading Clinic (grades 4-7) . . . . .	152
Oregon, Sandy	Sandy Elementary School Reading Program (grades 1-8) . . . . .	130
Pennsylvania, Fort Washington	Corrective Reading Services (grades K-9) . . . . .	83
Pennsylvania, Philadelphia	Improvement of Reading Instruction— Title I Reading Skills Center (grades 4-7) . . . . .	153
South Carolina, Florence	Individualizing Instruction: Placing Learning Ahead of Teaching (grades 4, 5, 6, 8) . . . . .	157
South Carolina, Greenville	Title I Compensatory Reading Centers (grades 3-7) . . . . .	146
Texas, Abilene	Project CLOSURE (Cluster Learning of Students Underachieving in Reading Efficiency) (elementary and junior high school) . . . . .	21
Texas, Houston	Monterey Reading Program (grades 1-9; elementary, junior, and senior high school) . . . . .	132
California, Oakland	Learning Center for Corrective Reading (grades 2-7). . . . .	138
Texas, McAllen	San Juan County School District Structured Tutoring (grades 2-6; junior high school) . . . . .	137
Utah, Blanding	San Juan School District Reading Program (grades K-12) . . . . .	87
Utah, Monticello	Southampton County Coordinated Reading Improvement Program (grades 1-7) . . . . .	127
Virginia, Southampton County		

person who is physically active.<sup>34</sup> In addition, the evidence indicates the chances for recovery from a heart attack are better for the person who has been physically active.

Until a few years ago, medical advisers encouraged patients who recovered from heart attacks to engage in very limited physical activity. But more recent studies related to returning cardiacs to work revealed the value of physical exercise. Reconditioning programs were conducted under the watchful eye of cardiologists and exercise physiologists with encouraging results. Surprisingly, and astonishingly, these studies have shown that people suffering from heart disease had heart disease as well as all the other ailments associated with heart disease. The level of physical activity taken by Americans was not sufficient to prevent heart disease. Some scientists contend, however, that the evidence of the value of exercise in preventing heart disease is not sufficient to merit implementation of a large-scale exercise program throughout the country. These scientists are not against exercise, but they contend that available experimental evidence concerning the value of exercise as a disease preventive is not conclusive.<sup>35</sup>

The American Heart Association has concluded from the evidence that

## ADULT PROGRAMS

# **EAST BATON ROUGE PARISH READING IMPROVEMENT PROGRAM**

## **BATON ROUGE, LOUISIANA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program directly serves 77 elementary school teachers from 3 center (or model) schools with a total enrollment of 1,520 students. An additional 360 teachers from 18 cluster schools are also trained.

### **YEAR STARTED**

The program began in 1972.

### **STAFF**

The program is staffed by 1 elementary supervisor, 3 reading specialists (helping reading teachers), and volunteer instructional aides. Other district personnel, including principals and elementary coordinators, are involved in the program in administrative roles. Staff provide 1 or 2 inservice meetings per week at participating schools.

### **MAJOR FEATURES**

This extensive inservice program for teachers is designed to improve reading instruction through teacher training and to provide adequate learning materials. Much time is devoted to activities that will help the teachers diagnose reading difficulties and design reading programs around the needs of each child. All efforts in teacher training and all materials are concentrated in 3 schools that serve as training centers with model teaching programs. Center teachers attend weekly inservice meetings on released time; substitute teachers are provided by the district. The meetings focus on philosophical approaches to reading instruction, effective teaching techniques, and proper utilization of materials and equipment. Three common approaches to reading—basal, language experience, and individualized—comprise the core of the program. In addition, an instruction team comprised of a supervisor, consultant, and helping teacher instruct in each center school at least twice a week. The team sometimes works with individual teachers, sometimes with a class of children and a small group of teachers, sometimes in small conferences, and sometimes with the entire faculty. The principal is a part of this planning group and facilitates the entire program. Parents participate also, by relieving teachers and by observing classroom activities themselves. After intensive work with teachers at the center schools during the first semester, teachers from the cluster schools are invited to come into the center schools during the second semester to work with the supervising teacher, helping teacher, and consultant. The purpose of these visitations is to provide the teachers with an understanding of the needs of the learner; to make available as much interesting and varied material as possible; and to help each teacher develop the skills to create, in her own classroom, successful approaches to the teaching of reading. Follow-up work in the cluster schools is accomplished by the center school teachers and/or helping teachers.

### **FACILITIES, MATERIALS, EQUIPMENT**

Regular school classrooms and meeting rooms are used. A variety of commercially available materials is required, including professional books geared to the individualized and language experience approaches to reading, and multilevel reading, diagnostic, and multimedia instructional materials.

### **COST**

The total cost of professional books and instructional materials for a class of 30 is about \$600. The average, annual per-pupil cost for the regular district program is \$700. The annual per-pupil cost of this program exceeds that by less than \$50.

### **FOR FURTHER INFORMATION**

Edna West, Supervisor  
East Baton Rouge Parish  
Reading Improvement Program  
1050 South Foster Drive  
Baton Rouge, Louisiana 70821

## **PROJECT READ**

### **MEMPHIS, TENNESSEE**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program is designed to serve all Memphis city teachers, grades K-12, by the close of the school year 1975-76. To date, it has provided service to all primary teachers (approximately 1,300) and to about half of the intermediate teachers (approximately 500). The schools draw children from all areas of the city and from a variety of income levels. Approximately 71% of the students are black and 29% are white. The system's enrollment is presently approximately 115,000.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

For work at all levels, the staff includes a Reading Center director, assistant director, consultant, area specialist, and 21 Center teachers.

#### **MAJOR FEATURES**

The program operates a Reading Center to provide staff development activities in the area of reading instruction for all Memphis teachers. Major program features include training teachers in a diagnostic-prescriptive approach to teaching reading, providing materials for teachers to use in the classroom, and giving follow-up assistance to help teachers implement the program. Teachers come to the Reading Center in groups of 40 to 60 for a week, with substitutes provided for their classes. They spend time in lecture-discussion and have time to study and apply instructional concepts and to prepare materials related to ideas that have been presented. The week of work is planned to model a diagnostic-prescriptive approach in an open classroom setting. A diagnostic test is given to teachers and a prescription card prepared for each teacher. Teacher learning centers have been developed around various areas related to reading and language arts. Task sheets are in each center, and various approaches to the development of ideas are used as teachers move from theoretical to application level. Main goals are to help teachers to obtain a comprehensive view of the many subskills involved in the reading process, to learn to devise and administer diagnostic instruments, and to learn to identify appropriate instructional materials. When a teacher returns to the classroom, a Reading Center staff teacher visits, as needed, to assist the teacher in implementing a diagnostic-prescriptive reading program. Teachers generally offer at least 10 hours per week of language arts instruction and activities to their students.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The Center is housed in a building with space for learning centers, meetings, and office functions. The project provides teachers with diagnostic-prescriptive materials they can use in conjunction with basal reading series.

#### **COST**

A grant of \$65,000 was used for renovation of the Reading Center. The average, annual per-pupil cost for the regular district program is \$772; however, the per-pupil cost for the Center program is difficult to determine because of the nature of the program.

#### **FOR FURTHER INFORMATION**

Claire Henry, Director  
Memphis City Schools Reading Center  
1029 Buford Ellington Drive, West  
Memphis, Tennessee 38111



## **LANEY COLLEGE RIGHT TO READ PROJECT**

### **OAKLAND, CALIFORNIA**

#### **PROGRAM SIZE AND TARGET POPULATION**

There are 150 adults in the program, the majority of whom are between the ages of 20 and 25. About 70% are black, and 60% earn less than \$3,000 a year. None of the participants reads above the ninth-grade level.

#### **YEAR STARTED**

The program began in 1964 and became a Right to Read project in 1972.

#### **STAFF**

The staff required for 150 students are the following: 1 director, 5 part-time teachers, 6 to 8 part-time paraprofessionals, 5 full-time tutors, and 8 tutors-in-training. The typical staffing pattern for a group of 25 to 30 students is 1 teacher, 2 paraprofessionals, and 3 or 4 tutors. On-the-job training allows tutors to become paraprofessionals and tutors-in-training to become tutors.

#### **MAJOR FEATURES**

The goal of this program is to increase reading skills in each student approximately 1 year for every 15 months of instruction. The results from standardized reading tests determine each student's reading grade level and identify weaknesses in reading skills. This information assists the teacher and her assigned paraprofessionals and tutors in designing individualized reading programs for each student. Working alone or in small groups, and using materials appropriate for his functioning level that focus on his particular skill weaknesses, each student works closely with a paraprofessional or tutor for 3 hours a week for 6 weeks. The reading assistants are in turn supervised by a teacher. Instructional activities are sequenced to become gradually more complex. After this 6-week period, the student is retested, and his reading needs are rediagnosed by his tutor and supervising teacher. The student pursues his new program, which often involves a shift in emphasis or more independent work, for another 6 weeks. Again he is tested, and again the staff reevaluates his progress and determines whether he has achieved his goal or needs additional instruction.

#### **FACILITIES, MATERIALS, EQUIPMENT**

Reading skills materials are sequentially arranged and include books, program-developed materials, and audiovisual aids. These materials cover skill areas from grades 1-9. Equipment for independent study includes cassettes, Language Masters, and controlled readers. The program is located in 2 double-classroom laboratories, where many of the materials are stored. The rest are kept in the school library. Two small conference rooms provide additional space for tutoring.

#### **COST**

The total cost of instructional materials for a class of 30 is approximately \$128.

#### **FOR FURTHER INFORMATION**

Norma Hall, Director  
Laney College Right to Read Project  
Laney College  
900 Fallon Street  
Oakland, California 94607

## **DEPARTMENT OF DIRECTED STUDIES**

### **LA JUNTA, COLORADO**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves about 450 students at Otero Junior College. The college is located in a small town; students are mainly white and Spanish-surname and have low incomes.

#### **YEAR STARTED**

The program began in 1969.

#### **STAFF**

Two full-time teachers, skilled in working with underprepared students on reading skills, are assisted by a part-time aide. An administrator and counselor devote part time to the reading program.

#### **MAJOR FEATURES**

One of the goals of this program is to permit the junior college to retain or even slightly increase its academic standards while, at the same time, to admit all students irrespective of their preparation. To improve the skills of students, a 3-unit course in Reading/Study Skills is offered. The goals of the students taking the course range from passing the GED examination to excelling in upper-level humanities courses. The initial phase of the course is a teacher-student interview for which the student assesses his own needs and goals. The instructor at this point avoids any formal testing so that the "high-risk" student can enter the program on his own terms without the alienation often caused by a formal assessment. During the initial development of the individual program for that student, the instructor observes his skills and adjusts the instruction to remedy the deficits. At all times the instructor places a strong emphasis on supportive counseling so that the student's immediate academic needs are being met by the program. This may involve obtaining a tutor to assist the student in a subject area, or giving a student intensive instruction in how to take a standardized test. Other students may want to improve their listening and note-taking skills for use in academic courses, and others may want to improve their comprehension level as they increase their reading rate. To meet the requirements for the course, the student is expected to spend 9 hours weekly in the lab. The program is designed to correct the skill deficiencies of those students who, prior to this program, had histories of dropping out or academic failure. It also serves many high-achievement students who take the course to work on specific skills.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The Reading/Study Skills Lab shares a building with the Writing Skills and Math Instruction Labs. Many of the materials students use are their own textbooks and assignments from other courses. In addition, commercial comprehension and study skills kits are available.

#### **COST**

The total cost of instructional materials for a class of 30 is \$60. The annual per-credit-hour cost at the college is \$38.

#### **FOR FURTHER INFORMATION**

Mike E. Erickson, Chairman  
Department of Directed Studies  
Otero Junior College  
18th and Colorado  
La Junta, Colorado 81050

## **READING IMPROVEMENT PROGRAM**

### **STERLING, COLORADO**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 250 students a year at a small-town junior college. The first- and second-year college students, primarily white, are from families earning between \$6,000 and \$15,000 annually.

#### **YEAR STARTED**

The program began in 1964.

#### **STAFF**

An administrator-teacher with special training in reading directs and teaches the reading curriculum. She also coordinates the study skills and tutorial services of the college. A part-time lab supervisor with some courses in reading assists students individually, administers tests, and maintains records. Complementary faculty and student personnel provide individual tutoring services.

#### **MAJOR FEATURES**

The program offers 2 elective college reading courses that are open to college students and community adults. Minicourses in reading are also available for special interest groups such as practical nursing majors, accelerated high school students, and local teachers. Underlying the program is the belief that if the student himself is determined, he will improve his reading ability with guidance and practice. The beginning course includes an initial diagnosis of the student's skills using standardized and informal tests, including a Reading Eye Camera exam. With the help of the teacher, each student develops a plan for improvement using the instructional materials and machines in the reading lab. The courses are organized to meet formally twice a week for a combination of lectures, discussions, and individual work. A typical class involves 5 minutes of group eye-training exercises and 25 minutes of individual skill application. Discussions and lectures cover topics such as the structure and functions of sentences, how to deal effectively with the reading in a specific type of course, and useful techniques in taking examinations. A third hour per week is devoted exclusively to individual lab work using a variety of machines, commercial comprehension kits, cassette tapes, and locally developed materials. Once the student has completed the initial course, he may take the second-level course, which builds on previous successful experiences. He may work selectively in improving vocabulary, strengthening analytical and critical reading, or any other area of need.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The reading lab used for this program has 20 carrels, each equipped with a pacing machine. The carrels can be lowered for group work, then raised again to provide a partially soundproof booth. In addition to the individual stations, there is a listening skill area with tape cassettes, a projection area, and testing area. Adjacent to the lab is a classroom for lectures and discussions.

#### **COST**

The total cost of instructional materials for a class of 30 is \$500, after an initial investment of \$5,000 to equip the lab. The average, annual per-pupil cost at the junior college is \$1,400. The annual per-pupil cost of this program exceeds that by between \$50 and \$99.

#### **FOR FURTHER INFORMATION**

Geraldine Bodkin, Director  
Reading Improvement Program  
Northeastern Junior College  
Sterling, Colorado 80751

# READING IMPROVEMENT PROGRAM: READING COMMUNICATIONS 134-137

## TEXAS CITY, TEXAS

### PROGRAM SIZE AND TARGET POPULATION

Each semester, this program serves 289 educationally disadvantaged junior college students at College of the Mainland. Many of the students, over 25% of whom are black, come from low-income families living in small cities.

### YEAR STARTED

The program began in 1967.

### STAFF

This program is staffed by 2 full-time teachers, who also conduct an ongoing inservice training program (from 48 to 84 hours per year) for 1 full-time reading assistant. This assistant in turn trains 2 student aides, who each work 15 hours per week for the program.

### MAJOR FEATURES

The program is designed to have students develop reading skills so that they may effectively meet the reading tasks required in their educational, occupational, and recreational objectives. Students are tested upon admission into the community college, and some students, based on the test results, are advised by their counselors to enroll in the Reading Improvement courses. Other students may sign up on their own initiative. Course topics include study skills, spelling and vocabulary, comprehension, speed, and listening concentration. Students are grouped in class by ability and skills needs; as instruction in different skill areas is presented, these groupings are subject to change. Classes meet twice a week for 1 hour and 20 minutes. Instruction is individualized, and much of the work is accomplished through one-to-one interaction with the teacher, paraprofessional, or student aide. Programmed materials as well as audiovisual and taped instruction are used. A typical week at the reading center includes work with a controlled reader, SRA Power and Rate Builders, Study Skills Lab assignment, instructional filmloops and tapes, and Ideas for Your Choosing—a locally developed interdisciplinary approach including readings for courses in written communications and human development. Students manage their time both in and outside class, keeping careful records of their work on assigned areas and materials, making and keeping their appointments with the reading staff, and reporting completion of work. Class grades are based on amount of improvement as shown by pretests and posttests, quality and quantity of work, and reading and discussing books.

### FACILITIES, MATERIALS, EQUIPMENT

This program operates in an open space, double room area equipped with study carrels, table clusters for small-group work, a conference/testing room, and listening stations. Materials are all commercially available, including SRA materials, McGraw-Hill *How to Take Tests*, Reading for Understanding, and Tactics in Reading I, II, and III.

### COST

The initial costs for equipment and materials are considerably more than the regular academic programs. After the initial purchases, the cost per student in reading is comparable to the general academic per student cost. The total institution's cost per student per semester is about \$700 and is more than the state average. Expenses are minimized by differentiated staffing and by purchasing and reusing materials.

### FOR FURTHER INFORMATION

Janith Stephenson  
Reading Instructor  
College of the Mainland  
8001 Palmer Highway  
Texas City, Texas 77590

## **DIRECTED STUDIES READING PROGRAM**

### **WHARTON, TEXAS**

#### **PROGRAM SIZE AND TARGET POPULATION**

This program serves from 10 to 40 junior college students each semester. The students come from several ethnic groups and are from low-income families in a small rural town. They represent various age groups, including adults returning to school after years of absence.

#### **YEAR STARTED**

The program began in 1971.

#### **STAFF**

The program is staffed by a reading specialist, who is also a certified counselor and part-time program administrator, and 2 half-time paraprofessionals, who assist in both clerical and instructional tasks.

#### **MAJOR FEATURES**

This program is a series of individualized laboratory reading courses offered for credit by Wharton County Junior College. The program is designed to assist the student in becoming a better reader by supplementing regular reading classes. Four semester-length courses focus successively on word attack skills, vocabulary development, and comprehension; critical reading and newspaper reading skills; various other study skills; increasing speed and comprehension; and skimming and scanning and further work in critical reading skills. Each student takes a diagnostic exam and has an individualized reading program prepared for him by the reading specialist based on the exam. The student at this point enters into a contract between himself and the reading instructor, who establishes the guidelines for student objectives and responsibilities. The contract is also a motivational device that indicates what returns (grade) a student will receive for how much time invested in the reading labs. The learning plan is flexible and may change according to the immediate needs of the student. Conferences with the teacher are periodically held to review and, if needed, adjust the program. Large- and small-group activities, individualized activities, and minilectures by the instructor are extensively employed, as are programmed learning materials. Guest lecturers and cultural field trips are occasionally scheduled as well. Students must attend class and labs regularly and must contract for an A, B, or C. They must keep careful records of progress and submit an unsigned evaluation sheet at the conclusion of each course. The teacher in turn evaluates the students' work in terms of progress made.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program operates in a classroom on campus and is equipped as a reading lab with study carrels and a broad range of audiovisual equipment including controlled readers, shadowscopes, tachistoscopes, and overhead projectors. A large variety of commercially available learning and testing materials is used.

#### **COST**

The total cost of instructional material for a class of 30 is \$630. The average, annual per-pupil cost of this program exceeds the cost of the regular program by less than \$50.

#### **FOR FURTHER INFORMATION**

Emma Gene Schroeder, Chairman  
Reading Department  
Wharton County Junior College  
911 Boling Highway  
Wharton, Texas 77488



# **IMPROVEMENT OF THE READING ABILITIES OF VOCATIONAL STUDENTS\***

## **MANHATTAN, KANSAS**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 150 vocational school students. They are residents of rural areas and small towns and range in age from 16 to over 50. Included in the group are military personnel and bilingual and disadvantaged students; most are from low- to middle-income families. All of the students participating in the reading program are reading below the eleventh-grade level. This number represents approximately 30% to 40% of the student body.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program is staffed by 1 full-time instructor and 1 part-time instructor.

### **MAJOR FEATURES**

The Learning Skills Center of the Manhattan Area Vocational-Technical School attempts to improve students' reading skills in the areas of comprehension, vocabulary, and reading rate. It features both machine-oriented and individualized instruction. Students are selected for the program on the basis of reading test scores. Those students reading below eleventh-grade level are allotted daily half-hour periods in the Center until an eleventh-grade level is reached or it is mutually agreed by the student and the instructor to terminate attendance at the Lab. The enrollment in each class is limited to 12. Self-motivation and self-evaluation are central to the program. While one instructor is working with a group, the other instructor gives specific individualized tutoring. Students work at individual study carrels that are equipped with a variety of reading machines and materials including reading textbooks, skill building kits, paperbacks, vocational books and manuals, and general and trade-related magazines. Several classes work almost exclusively with workbooks used with reading pacers and coordinated reading films. Individual work is supplemented by group work as appropriate; for example, instructors utilize opaque projectors for group vocabulary exercises. Instructors try to maintain an informal and relaxed atmosphere in the Center and to encourage students to ask questions or to comment on the answers to comprehension and vocabulary questions. Instruction is related to the students' vocational fields as much as possible. Records of progress are maintained and tests for comprehension, vocabulary, and reading rates are given every 30 days. At the end of the course, a posttest is given to measure each student's progress.

### **FACILITIES, MATERIALS, EQUIPMENT**

The program is housed in the Learning Skills Center at the center of the school. Equipment includes 12 shadowscope reading pacers, 8 Dorsett reading machines, 2 Hoffman reading machines, 6 RHEEM cassettes, a Tach-500 projector, 3 T-Matic 150B projectors, 3 Craig readers, 1 self-development instructor computer, and a T-Matic 150.

### **COST**

The total cost of instructional materials for a class of 30 is \$500. The average, annual per-pupil cost for the program is \$200.

### **FOR FURTHER INFORMATION**

Mary Mills, Instructor  
or  
Deborah Fedder, Instructor  
Manhattan Area Vocational-Technical School  
3136 Dickens Avenue  
Manhattan, Kansas 66502

\*Now the Reading and Mathematics Improvement in Learning Skills Lab



# WAUKESHA COUNTY TECHNICAL INSTITUTE READING CENTER

## PEWAUKEE, WISCONSIN

### PROGRAM SIZE AND TARGET POPULATION

The program serves 400 adults from a county-wide district. They are predominantly white from lower- and middle-income families.

### YEAR STARTED

The program began in 1969.

### STAFF

This program is staffed by a part-time coordinator who also conducts inservice training for the staff. There are 2 full-time and 1 part-time reading specialists who receive inservice training to develop specialized instructional skills 1 hour per week. There is also 1 full-time paraprofessional who receives on-the-job training in administration and correction of tests, and 1 part-time media specialist.

### MAJOR FEATURES

This individualized reading program supports vocational, technical, and occupational programs of the Waukesha County Technical Institute. It is designed to raise the reading level of the student to his or her occupational level or course of study, or to enable the student to successfully complete the requirements of a high school equivalency exam (GED). Students coming into the program are given the California Reading Test and a diagnostic reading test. The student is informed by the reading specialist of the results of these tests, and together they design the student's reading program. Students sign up for the hours they can attend the reading center, averaging from 2 to 4 hours a week in addition to their other training at the Institute. Students begin their individual programs at a level of success and gradually master more difficult instructional material. At the beginning of each session the student checks out his reading program file, which lists a set of goals he should complete in that session. Students work independently or with a tutor to improve their reading, vocabulary, and communication skills. At the end of the session the student indicates his or her progress in the progress file and checks it back in. A computerized system is being implemented to assist the reading center staff in maintaining the accuracy of the progress the student indicates in his program file. The center also offers group instruction for reading improvement and speed reading for periods of 8 weeks, 1 semester, and 1 year. Individual instruction is given to students for as long as the student wants remediation.

### FACILITIES, MATERIALS, EQUIPMENT

This program uses the facilities of a fully equipped and staffed reading center. Various types of commercially available reading materials, including SRA Reading Labs, Educational Developmental Laboratories equipment and materials, and study skills tapes are used.

### COST

The total cost of instructional materials for a class of 30 is \$4,000. The annual per-pupil cost for a full-time student is \$1,796. The annual per-pupil cost of the reading program exceeds that by less than \$50.

### FOR FURTHER INFORMATION

John Thompson, Director  
Waukesha County Technical  
Institute Reading Center  
800 Main Street  
Pewaukee, Wisconsin 53072

# **LAUBACH LITERACY PROGRAM OF DYSART COMMUNITY CENTER**

## **EL MIRAGE, ARIZONA**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves people in a small Mexican-American community of about 3,500, who are predominantly Spanish-speaking and low-income. In 1973 about 75 men and women were directly tutored.

### **YEAR STARTED**

The program began in 1968.

### **STAFF**

The program, based in a community center, is staffed by a coordinator, 2 clerks, a librarian, a counselor, 2 drivers, and some 50 volunteers from a nearby retirement community.

### **MAJOR FEATURES**

This program is designed to teach English as a second language along with concomitant values of better home and community life and health and consumer information. Instruction focuses simultaneously on reading, writing, and speaking English. The method emphasized is one-to-one tutoring, supported by volunteers from a nearby retirement community. Laubach Literacy Program materials are used, including readers, teachers' manuals, and tests, as well as supplementary readers and a weekly newspaper. Pictures, objects, flashcards, charts, and games are widely used teaching aids. Two-hour sessions are held 1 morning and 1 evening a week. Complete records of attendance and student achievement are kept. Since the program is financed entirely by contributions, an extensive public relations effort is made to keep supporters aware of the center's needs and accomplishments. In this regard, close cooperation is maintained with local schools, the PTA, and church leaders.

### **FACILITIES, MATERIALS, EQUIPMENT**

A large education room at the community center houses the program. Well lit and air conditioned, the room is equipped with 50 card tables, 100 chairs (for one-to-one teaching), piano, record players, slide and film projectors, tape recorder, stage and microphone. A special room is also available where children of the adult students are cared for. A variety of teaching materials designed by Laubach Literacy, Incorporated and published by the New Readers Press is used.

### **COST**

The total cost of instructional materials for a class of 30 is \$60 a year. The program is supported entirely by gifts from individuals and groups.

### **FOR FURTHER INFORMATION**

Gertrude E. Flyte, Coordinator  
Laubach Literacy Program of  
Dysart Community Center  
10453 Snead Drive  
Sun City, Arizona 85351

## **APPALACHIAN ADULT EDUCATION CENTER MOREHEAD, KENTUCKY**

### **PROGRAM SIZE AND TARGET POPULATION**

About 350 disadvantaged, functionally illiterate adults and their families from 6 sites in Appalachian Kentucky and Ohio participate in the program. Students, most of whom are white, live in rural areas of low mobility where the average income is under \$6,000.

### **YEAR STARTED**

The program began in 1969.

### **STAFF**

The program is directed by a full-time administrator supported by local school superintendents and project directors. Other staff include a full-time reading specialist, a half-time training specialist, 1 reading resource teacher per project (6), and 1 paraprofessional per 20 to 25 students (14 in all). Most staff receive 1 week preservice and inservice as needed.

### **MAJOR FEATURES**

Functionally illiterate adults receive individualized home instruction in reading from trained indigenous paraprofessionals. These instructors, themselves successful graduates of the program and recipients of high school equivalency diplomas, are given intensive training in diagnosis, individualized instruction, and methods of home instruction. They receive continuous support and supervision from professional educators and reading specialists. The paraprofessionals provide instruction, to the level of high school equivalency, to illiterate adults who either cannot or will not enter formal educational programs; they also provide readiness materials for the preschool children of program participants. All aspects of service, including diagnosis, prescription, instruction, and evaluation, are highly individualized. Instruction includes programmed reading materials, and focus is also on coping skills and help in solving family and personal problems. Learning centers are provided for adults mobile enough to come to a central resource center; they provide both instruction and guidance and serve as a resource for the paraprofessionals as well. An active recruitment program employs door-to-door techniques, Office of Economic Security recommendations, and referrals by students already enrolled in the program. The program is supported by and coordinated with local school districts and the state department of education and is assisted by local advisory groups. This support facilitates cooperation with local service agencies in identification of adults needing service, recruitment of students to community school activities, and referral of students to community agencies.

### **FACILITIES, MATERIALS, EQUIPMENT**

This program uses an adult learning center to house materials and provide a base of operation for paraprofessionals. Paraprofessionals travel to and teach in the students' homes. A variety of commercially available elementary-level reading materials is used.

### **COST**

Instructional materials are provided to each paraprofessional instructor by the Center at a cost of \$80 per instructor. The annual cost per family of the home instruction program is \$171.

### **FOR FURTHER INFORMATION**

George W. Eyster, Executive Director  
Appalachian Adult Education Center  
Morehead State University  
UPO 1353  
Morehead, Kentucky 40351

**NATIONAL AFFILIATION FOR LITERACY ADVANCE (NALA)**  
**SYRACUSE, NEW YORK**  
**SPECIFIC SITE: OPERATION UPGRADE, BATON ROUGE, LOUISIANA**

**PROGRAM SIZE AND  
TARGET POPULATION**

Nationally, NALA serves about 20,000 adults. In 1973-74, Operation Upgrade, 1 of 308 affiliate groups of NALA, served about 200 adults in a state that has one of the highest illiteracy rates in the country. The median annual income of Operation Upgrade's participants is \$2,500. The racial composition of the participants is about 65% black and 35% white, and the average age is 39.

**YEAR STARTED**

The Baton Rouge program began in 1966 and became part of NALA in 1968.

**STAFF**

Most of Operation Upgrade's tutors have had prior teaching experience. They are usually upper-middle-class citizens with college educations. Other tutors are college students who plan to become teachers. To become a Certified Literacy Tutor, a person must satisfactorily complete a NALA-approved Laubach Literacy 12-hour training program.

**MAJOR FEATURES**

NALA is the first national volunteer organization with literacy education as its exclusive concern. NALA was established in 1967 by Laubach Literacy, Incorporated, a nonprofit educational corporation founded by Dr. Frank C. Laubach in 1955. In Operation Upgrade, which uses the NALA tutoring approach, each tutor meets individually with his students once a week for about 1½ hours. For its basic instructional program, Operation Upgrade uses Laubach materials, which combine a phonetic approach with symbol-sound association to teach functional illiterates how to read. This method uses pictures with letters superimposed on them as a memory aid for the student. The letter is placed over the picture of the object whose name begins with the sound it represents. In this way the student can see the similarity between the shape of the letter and the object. A lesson may cover 5 to 6 letters. After all of the letters and words in each lesson are reviewed, the tutor guides the student through a story that accompanies each lesson. The 5 skill books in the basic program contain reading and writing lessons that build upon what has already been learned and systematically teach additional phonic and blending skills, word analysis, word recognition, reading for meaning, and comprehension skills. There is no isolated drill on sounds of letters, syllables, or nonsense words.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

Tutors and students meet in a place agreed upon by both people, usually a neighborhood center; occasionally homes and churches are used. Operation Upgrade supplements the Laubach materials with books and workbooks from other publishers that combine reading practice with learning about everyday experiences.

**COST**

The 5 skill books and correlated readers cost about \$11.80. Corresponding teachers' manuals cost about \$6.00. Operation Upgrade supplies these materials for tutors and students. The program also maintains a library where tutors can check out additional teaching reference books.

**FOR FURTHER  
INFORMATION**

Priscilla Gipson  
NALA  
1011 Harrison Street  
P. O. Box 131  
Syracuse, New York 13210

Catherine Stephens, Director  
Operation Upgrade  
2928 College Drive  
Baton Rouge, Louisiana 70808

## **ADULT BASIC EDUCATION PROGRAM**

### **COLUMBUS, OHIO**

#### **PROGRAM SIZE AND TARGET POPULATION**

Over 1,900 adults of all ages and several ethnic groups and nationalities are participating in the program. The students come from a large inner-city area and have educational levels below high school. Their average annual income is under \$6,000.

#### **YEAR STARTED**

The program began in 1965.

#### **STAFF**

Full-time staff include a program director, 2 teachers, a paraprofessional, a counselor, a community worker, and a secretary. In addition, 23 teachers, 5 counselors, and 1 paraprofessional serve part time.

#### **MAJOR FEATURES**

For any adult who wishes to enter the program, the first step is an interview with one of the counselors, who attempts to identify each person's reason for coming to the program and to translate it into a specific educational goal. Enrollees also take a simple word recognition test to give the staff a rough idea of their entry level in reading. Based on goals, entry level, and available time, counselors help each student design a personal instructional schedule. Counselors continue to give educational and vocational guidance throughout the student's participation in the program. The student meets with the instructor, who starts a folder in which all of the student's work will be recorded. Students can then begin on their own whenever they come to the center, and the instructor gives help when needed. Those who read at a fourth-grade level or lower work in small groups or individually with more teacher supervision. Instruction takes place in a "learning lab" setting, and a range of materials is available, from reading pacers for the more advanced students to Language Masters and primer-level books for beginning readers. To avoid using children's books at the beginning level, the staff has supplemented available adult materials with many items of current popular interest which they have prepared themselves.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The main program center is housed in a renovated building centrally located in downtown Columbus. It contains 2 learning labs, which serve up to 20 students at a time. They are furnished with some carrels and with tables and chairs arranged for individual or small-group work. In addition, there are 14 smaller centers located around the city.

#### **COST**

The total cost for instructional materials for a class of 30 is \$600.

#### **FOR FURTHER INFORMATION**

James M. Vicars, Supervisor  
Adult Basic Education  
52 Starling Street  
Columbus, Ohio 43215

# **SCIOTO VALLEY ADULT BASIC EDUCATION PROGRAM**

## **PIKETON, OHIO**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves about 480 adult students, ages 16 to 74, in 5 southern Ohio counties. The participants, mostly Appalachian whites, come from low-income families in rural communities. Most of them never graduated from high school, and many never even entered.

### **YEAR STARTED**

The program began in 1966.

### **STAFF**

A director and 9 certified teachers staff the program part time. Trained, indigenous paraprofessionals include 5 home instructors, a learning lab technician, and 7 part-time aides who work with teachers at the learning center or in the minilabs. In addition to intensive training of paraprofessionals, monthly inservice sessions are held for all staff.

### **MAJOR FEATURES**

This program trains indigenous paraprofessionals to help minimally educated adult students to increase their basic skills and self-confidence and to achieve specific goals--most typically earning a high school equivalency certificate and gaining employment. The indigenous aides are carefully selected, preferably on the basis of former participation in the program. They receive 2 weeks of orientation followed by field work with an experienced teacher before undertaking their tutoring responsibilities. Instruction takes place in 1 of 3 places, depending on the mobility of the student: a central learning center, a minilab, or the home. The center and labs are open most days of the week, while home instruction is provided on a weekly basis. Program management in all settings is essentially the same. Each student meets with a tutor to discuss his learning goals. The tutor makes an informal assessment of the student's level and plans an individualized program for him at a level lower than his expected capacity to ensure immediate success. After a month, a formal diagnostic test is administered, the results of which are used to complete the instructional plan. The student is responsible for scheduling and keeping program records, but he is frequently checked and counseled by his tutor to ensure continuing progress. A variety of learning materials is used, with an emphasis on self-instructional, self-pacing programmed materials. Lessons cover many topics, including reading, vocabulary, spelling, grammar, social studies, career education, science, arithmetic, and consumer math. To enhance program services, a member of the staff sits on the Community Resources Council to coordinate needs of program participants with services available in the community.

### **FACILITIES, MATERIALS, EQUIPMENT**

The learning center, housed in a high school room, is equipped with 14 carrels, a large table, well-supplied materials storage areas, and a library of paperbacks, filmstrips, and cassettes. Eight minilabs, located mostly in local school rooms, are equipped with similar materials sufficient to serve 20 to 100 people each.

### **COST**

The total cost of instructional materials for 50 to 100 students is \$2,900; the materials last from 3 to 4 years. The average per-pupil cost for the program is approximately \$135.

### **FOR FURTHER INFORMATION**

Max Way, Coordinator  
Scioto Valley Adult  
Basic Education Program  
Scioto Valley Local Schools  
West Street  
Piketon, Ohio 45661



## **LITERACY SERVICES OF WISCONSIN**

### **MILWAUKEE, WISCONSIN**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program serves approximately 4,700 adults, ages 16 to 80. The students are from many ethnic groups and live in both urban and rural areas throughout the state. Their average annual income is low (under \$6,000). Some have had no formal schooling, some are immigrants, and some have graduated from high school but cannot meet the reading requirements for jobs.

#### **YEAR STARTED**

The program began in 1965.

#### **STAFF**

The program's instructional staff consists of over 4,000 volunteer tutors who give from 3 to 20 hours per week of instruction on a regularly scheduled basis. The program director works full time to coordinate program activities and train tutors.

#### **MAJOR FEATURES**

Using the Laubach method for teaching adult nonreaders, the program offers 2 types of instructional services: one-to-one tutoring in homes, libraries, and job locations in over 80 Wisconsin communities; and walk-in tutoring at a store-front Literacy Center in Milwaukee. The philosophy of the Laubach method is "each one teach one"—a volunteer tutor works with an individual student. They use Laubach materials, in which pictures with letters superimposed on them function as a memory aid for the student. Each picture is shaped like the initial letter of the word it represents, so that when the letter is placed over the picture, the student can see the similarity. A lesson may cover 3 to 6 letters. After all the letters and words of each lesson are reviewed, the tutor guides the student through a story that accompanies each lesson. Corresponding skill books contain writing lessons that reinforce what has already been learned and teach letter formation. "Each one teach one" is the system generally used by the program throughout Wisconsin. The Literacy Center in Milwaukee began with this approach also, but staff members found that students wanted to come more often or at different times than their assigned tutors could be there. They found that with somewhat broader training more than 1 tutor could work with a student. Students now work 3 or more hours a week with 2 or 3 tutors. Daily records are kept on each student so that continuity of instruction can be maintained even though tutors change. The 1-hour instructional "shifts" at the Center run from 9:00 a.m. to 9:00 p.m. 5 days a week, and until noon on Saturdays.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The Literacy Center contains the offices from which the state program is coordinated and a tutoring area furnished with folding tables. Some commercial materials and tutor-prepared items are used in addition to the Laubach materials.

#### **COST**

The only cost to students is \$2 to \$8 for books. The average per-pupil cost, all paid from contributions, is about \$6.40.

#### **FOR FURTHER INFORMATION**

Vyvyan Harding, Center Director  
Laubach Literacy Center  
819 North 27th Street  
Milwaukee, Wisconsin 53208

## **PREP (PRE-DISCHARGE EDUCATION PROGRAM)**

### **RICHARDS-GEBAUR AIR FORCE BASE, MISSOURI**

#### **PROGRAM SIZE AND TARGET POPULATION**

The program annually serves 100 Air Force service personnel who want to refresh their skills before entering college or want to obtain a state certificate of high school equivalency.

#### **YEAR STARTED**

The program began in 1972.

#### **STAFF**

The reading program is staffed by a director, a reading teacher, and an administrative assistant, all of whom are employed by nearby Longview Community College.

#### **MAJOR FEATURES**

PREP offers noncredit preparatory training to service personnel who have served more than 180 consecutive days in the Air Force. Service personnel whose discharge or reenlistment date is approaching, and those who do not have high school diplomas, are sent letters advising them of this free program. The total program offers courses that encompass reading, college preparatory writing, math-algebra, and study skills, and also provides assistance to students in determining their aptitudes and vocational interests. All courses are held in the afternoon or early evening hours, and released time from duty hours is arranged for many students. When a student enters the reading course, he is tested to determine his reading speed and rate of comprehension. Then, with the aid of machines such as the Tachomatic 500, he views filmstrips and reads programmed essays, paperback books, and newspapers. Program staff try to arrange for the student to read materials that meet his interests, as well as his abilities and needs. Each student is also assigned individual work in appropriate commercial reading programs to increase his skills in reading for ideas, interpreting written materials, and taking tests. Written work is assigned to improve the student's vocabulary, spelling, dictionary use, and pronunciation. Instructors provide students with continuous feedback at each session, emphasizing success rather than penalizing failures. The program is offered 3 times a year in 3-month sessions.

#### **FACILITIES, MATERIALS, EQUIPMENT**

The program uses 1 classroom, 1 study room for use of projectors and other equipment, and 1 office. Materials and equipment used in the program include Optimum Reading Achievement, Tachomatic 500's, shadowscopes, Reading for Understanding (senior level), SRA Reading Labs, teacher-prepared books, and Listen and Read tapes and books.

#### **COST**

The cost of reusable materials necessary to implement the program is \$5,813. The total cost of instructional materials for a class of 30 is \$87.

#### **FOR FURTHER INFORMATION**

Barbara H. Mehnert, Coordinator  
PREP (Pre-Discharge Education Program)  
Longview Community College  
500 Longview Road  
Lee's Summit, Missouri 64063

# **ADULT READING-BILINGUAL LABORATORIES AND LEARNING CENTER**

## **HUNTSVILLE, TEXAS**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 1,221 inmates of 9 prison units of the Texas Department of Corrections. Students in the program are black, Spanish-speaking, or non-Spanish-speaking white adults.

### **YEAR STARTED**

The program began in 1970 as 1 learning center. In the fall of 1973 this program was extended to 9 prison units and is under grant from the Texas Criminal Justice Council as Reading-Bilingual Laboratories.

### **STAFF**

The laboratories are staffed full time by a project coordinator, 2 bilingual specialists, 2 reading specialists, a teacher, and a clerical teacher aide. The professional staff receive inservice training in the operation and maintenance of audiovisual equipment, individualized instruction, and current approaches to reading instruction and testing.

### **MAJOR FEATURES**

Students are released from their assigned industrial jobs for 3 hours each week to attend the laboratory for instruction in communication skills. Some students on 2 units attend each day. When a student enters the program, he is given an oral reading test and other diagnostic tests to measure the highest level at which he can read without signs of difficulty and to determine his functional educational level. An individual lesson plan is then made for the student, and he is assigned activities in workbooks, state-adopted textbooks, or with audiovisual equipment. Each lesson plan is designed with the student's particular learning problems in mind. The teacher usually works with students individually or in small groups of comparable ability, using large-group instruction only for discussions of current events or for showing a movie of general interest. In reading, a number of approaches to learning are available to the student. Methods of teaching reading include a language experience approach using letter writing, commercial programmed materials, a kinesthetic approach, and a phonetic approach. One typewriter is available for students who find this a valuable learning tool. The laboratory also contains a library of paperback books to encourage reading for enjoyment.

### **FACILITIES, MATERIALS, EQUIPMENT**

On each prison unit, the laboratory operates in 1 room that is equipped with electrically supplied study carrels and an audiovisual center. Essential materials and equipment include the Educational Developmental Laboratories Aud-X Program, bilingual materials, Bell and Howell Language Masters, phonics and cassette programs, typewriters, tape recorder, SRA Reading Lab kits, and the System 80 program, as well as teacher-prepared language experience materials and mimeographed English programs.

### **COST**

The total cost of instructional materials for a class of 30 is \$166. The average, annual per-pupil cost of the prison system's traditional classroom instruction program is \$500. The per-pupil cost of this program exceeds that by between \$50 and \$99.

### **FOR FURTHER INFORMATION**

Mary Ann Brown  
Reading Supervisor  
P. O. Box 40  
Windham School District T.D.C.  
Huntsville, Texas 77340

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# **SPECIAL PROGRAMS**

**SPECIAL**

# **SOUTH DOUGLAS COUNTY EARLY CHILDHOOD EDUCATION PROJECT MYRTLE CREEK, OREGON**

## **PROGRAM SIZE AND TARGET POPULATION**

About 450 children, ages 3 to 5, are enrolled in the program. They are predominantly white and live in small towns and rural areas. Approximately 40 handicapped students, from birth to 5 years, are also included. Most of the families in the 3-district area served by the program have average annual incomes that range from \$6,000 to \$15,000.

## **YEAR STARTED**

The program began in 1971.

## **STAFF**

The project is supervised by a part-time coordinator. Curriculum development, staff training, and supervision are the responsibility of a full-time early childhood education specialist. Home visits, parent training, instructional modeling, and assistance are carried out by 16 para-professional community coordinators. Preservice training consists of a 3-week workshop for community coordinators and an additional week of training for those working with handicapped children and their parents. Weekly inservice training meetings are held during the year.

## **MAJOR FEATURES**

The overall goal of this project is to establish a partnership between school and parents for the purpose of educating preschool children. During the school year, community coordinators visit the homes of program children and give the parents learning activity packets designed to provide children with needed developmental activities. The coordinators explain how to use the packets and suggest additional methods for using materials already available in the home. Program participation is voluntary, and parents control the educational process, deciding with the home-visitor what materials they will use and how they will use them with their own children. Every 6 weeks a reading "party" is held for program children and their parents in order to provide group learning experiences for the children and to allow parents to discuss instructional ideas and techniques with the project staff. In addition, parents also serve on curriculum committees that meet every 3 months in each of the school districts. The locally developed curriculum is based on 38 instructional objectives and is divided into 48 activity packets and a summer activity packet. The curriculum is based on 3 levels of skill proficiency including 10 curriculum streams: alphabet, reading readiness, mathematics, science, social studies, colors and art, coordination, shapes and patterning, music, and nursery rhymes. The parents utilize a number of instructional strategies such as activity learning, behavior modification, concept formation, diagnosis and prescription, dramatic play, motivation techniques, multisensory learning, and learning packages. Evaluation is based upon the child's progress toward achieving the 38 instructional objectives upon which the curriculum focuses. Formal performance evaluations are made at least twice during each school year.

## **FACILITIES, MATERIALS, EQUIPMENT**

Essential items of materials are district-prepared activity packets and the community coordinator training program. Program activities are carried on in the children's homes, and group reading "parties" are held in schools and churches. The only equipment needed at participants' homes is a table and places for the parent, child, and staff member to sit. The handicapped child component utilizes a variety of commercially prepared materials such as DISTAR.

## **COST**

The annual per-pupil cost for the program is under \$200, assuming 440 participants. No capital expenditure or construction costs are required.

## **FOR FURTHER INFORMATION**

Samuel Nutt  
Federal Program Coordinator

South Douglas County Early  
Childhood Education Project  
Myrtle Creek, Oregon 97457



# **EARLY CHILDHOOD EDUCATION FOR DOWN'S SYNDROME CHILDREN**

## **SEATTLE, WASHINGTON**

### **PROGRAM SIZE AND TARGET POPULATION**

The program serves 66 Down's syndrome children, ages birth to 6 years. The children, born with Down's syndrome, come largely from middle-class homes in the Seattle area.

### **YEAR STARTED**

The program began in 1971.

### **STAFF**

The program is staffed by an experienced faculty member as project director, a coordinator with formal training in special education and early childhood, 3 head teachers, 3 half-time assistant teachers, and part-time consultants, including a physical therapist, a nurse, and a communication disorders specialist. In addition, from 10 to 20 university students devote 2 to 3 hours a day in practicum work on the program, and parents of participating children assist in a similar capacity.

### **MAJOR FEATURES**

Through early intervention and individualized instruction, the program aims to bring the performance of Down's syndrome children as close to developmental norms as possible. The program is divided into 4 parts: an infant learning program from birth to 18 months, an early preschool from 19 months to 3 years, an advanced preschool from 3 to 5 years, and a kindergarten from 5 to 6 years. The infant program focuses on eye contact and muscle development and employs systematic training and praise extensively. Subsequent program goals focus on the following skills areas: gross motor skills including such things as walking, climbing, pedaling, jumping, running, and playing ball; cognitive skills including color discrimination, simple number concepts, matching letters, word recognition and comprehension, drawing and copying; self-help skills such as using a spoon and keeping dry and using a toilet; and language and social development skills including language comprehension and word use, reciting rhymes, and playing cooperatively. Instruction is based on the application of systematic principles and procedures that guide behavior. Teaching decisions are based on entering and ongoing assessment and measurement of each child's progress. Individualized instruction is used. Lessons are based on sequential development that facilitates errorless discrimination by the child. Sight-reading is taught to children who are ready, and words taught are related to the child's environment. Parents are closely involved in the child's program at home and at school.

### **FACILITIES, MATERIALS, EQUIPMENT**

Two classrooms serve 4 groups of children during the day. Three lab rooms are used for intensive language and cognitive skills development. A variety of standard school supplies including construction paper, rulers, felt pens, scissors, paste, index cards, and pictures is used for preparation of aids to instruction.

### **COST**

The total cost of instructional materials for 30 pupils ranges from \$60 to \$75. The annual per-pupil cost for the program is \$1,800.

### **FOR FURTHER INFORMATION**

Alice H. Hayden and Norris G. Haring, Directors  
Model Preschool Center for Handicapped Children  
University of Washington  
Seattle, Washington 98195

**RESPONSIVE ENVIRONMENT PROGRAM  
FOR SPANISH AMERICAN CHILDREN (REPSAC)  
CLOVIS, NEW MEXICO**

**PROGRAM SIZE AND  
TARGET POPULATION**

REPSAC serves 30-40 preschool children a year. The children, ages 3-5, come from disadvantaged families and are predominantly bilingual. They are also considered educationally handicapped and/or "high risk" because most of the children weighed less than 5½ pounds at birth.

**YEAR STARTED**

The program began in 1971.

**STAFF**

The full-time professional staff includes a director, 2 teachers, 2 aides, and a home-visitor. Part-time personnel include a media consultant, a 5-member advisory board, and an external evaluation team. The teaching staff attends seminars throughout the school year which deal with specialized areas of child development and with particular problems encountered while teaching educationally handicapped children. They also learn diagnostic test interpretation.

**MAJOR FEATURES**

This early childhood intervention program seeks to improve cognitive growth, oral language development, self-image, and cultural awareness in its children. Using the results from diagnostic tests as guidelines for instruction, the teachers plan group and individual activities that will help the children achieve the goals of the program. Group activities concentrate on 2 areas: language ability in Spanish and English, and body awareness through movement education. The children may also choose from a variety of diverse individual activities—snack, art, books, blocks, Lotto games, or Language Master, to name just a few. Also available is special equipment that promotes strong growth in the areas of problem-solving ability, language and thinking skills, basic vocabulary, and verbalization skills. To capitalize on the home language, the teachers teach half time in Spanish and half time in English. The 5-year-olds receive specific work on reading readiness skills. Achievements in the classroom are reinforced by the work of the home visitor, who spends 45 minutes a week in each REPSAC home involving the whole family in educational activities similar to those used in the classroom.

**FACILITIES,  
MATERIALS,  
EQUIPMENT**

This program utilizes a renovated house, which was remodeled to provide space appropriate for group and individual lessons. A separate room is used for the developmental equipment—a Responsive Environment Typing Booth, a LIFE machine, and Piaget materials. Other special equipment includes a Peabody Language Kit and Frostig's Move/Grow/Learn.

**COST**

The initial cost for instructional equipment and materials for 30 children is \$1,500. Annual cost of consumable materials is about \$270. The average, annual per-pupil cost for this program is \$1,500.

**FOR FURTHER  
INFORMATION**

Gay Herman, Director  
REPSAC  
420 West Grand Avenue  
Clovis, New Mexico 88101

## FUNCTIONAL TEACHING OF READING AND WRITING

### DENVER, COLORADO

#### PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 110 mentally handicapped (90% "trainable") children, ages 5-16. Half the students reside at the private, non-profit school, which is located in a large city. Most of the students come from families with incomes below \$10,000.

#### YEAR STARTED

The program began in 1953.

#### STAFF

The program is staffed by 3 administrators who spend 10% of their time on the project, and 6 teachers and 2 aides who spend 30% of their time. The school staff includes many health and special services personnel.

#### MAJOR FEATURES

Because the students are usually incapable of concept formation, this program is solidly grounded in concrete motor-sensory materials. The emphasis is on finding approaches and devices that will appeal to the concrete-level learner, and then assuring him successful progress in building skills. The goals for each student reflect his capacity to function in the instructional areas. For some students, the goal is for them to recognize "necessity" words, such as *stop, walk, exit*. For others, the goal is an ability to read simple sentences with understanding. Most of the teaching materials are made in the school, and some of them are for commercial sale. The students engage in many perceptual activities, such as identifying similarities and differences in all sensory areas. As they become skilled in these discriminations, they move into sorting, ranking, and categorizing objects and pictures. Some of the students are then able to begin identifying numbers and letters. A basic reading kit developed by the project includes 100 words which are taught through simplified illustrations and objects. The words are taught using 3 different kinds of type to help the children recognize known words appearing in another guise. Concurrently with all the readiness and reading activities, the students work on motor skills and on integrating perceptual and motor behavior. The school has made several teaching films of their program for use in other institutions.

#### FACILITIES, MATERIALS, EQUIPMENT

Most of the instructional materials, including the Laradon Hall Reading Kit, were developed by staff members for the program. Also utilized are the LADOCA Project and Publishing Foundation *Picture Word Book* developed at Laradon Hall, Sullivan reading series, and commercial spelling letters.

#### COST

The total cost of instructional materials for a class of 30 is \$750. The average, annual per-pupil cost for a day student is \$3,331; for a resident student it is \$6,331. The school operates 11½ months a year.

#### FOR FURTHER INFORMATION

Stan Winter  
Director of Education  
Laradon Hall Training & Residential  
Center for the Retarded  
East 51st Avenue & Lincoln Street  
Denver, Colorado 80216

The following programs include groups of special education students. They are not, however, designed to provide reading instruction to a specifically defined target group with special education requirements.

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	Durango Rdng Prog: 130 (12)																				
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	Reeder Rdng Prog: 504 (19)																				
	Enriched/Extended: 1500 (20)																				
	Project Closure: 500 (21)																				
Program Draws Students From																					
Inner City	•	•	•	•	•		•			•				•						•	
Urban Residential														•							•
Suburban														•							
Small Town or Rural														•							
Age/Grade Level of Students*	3-7	K-3	PS-2	4-9	PS-6	PS-3	4-15	K-12	4-6	PS-6				1-6	1-9	K-12	K-6	6-12	K-12	K-6	5-12
Program Emphasis																					
Readiness		•	•	•		•	•		•	•					•		•		•	•	
Beginning Reading	•	•	•	•		•		•	•	•				•	•	•	•		•	•	•
Remedial			•			•		•	•	•				•	•	•	•	•	•	•	•
Accelerated							•	•						•		•			•	•	
Teacher Training		•		•		•								•		•	•		•	•	•
Developmental										•									•	•	•
Special Resources Required																					
Visual Equipment		•	•				•	•	•	•				•		•	•	•	•		•
Audio Equipment	•	•	•				•	•	•	•				•	•	•	•	•	•	•	•
Library/Resource Ctr		•	•		•	•	•	•	•	•				•	•	•	•	•	•	•	•
Museum																	•	•	•	•	•
Major Groups Included																					
Black	•	•		•	•	•	•							•	•		•		•	•	•
Indian								•											•		
Asian																	•	•	•		
Spanish-Speaking			•	•				•	•					•		•	•	•	•	•	•
White		•	•			•	•	•	•	•				•	•	•	•	•	•	•	•
Special Parent Roles																					
Aides			•		•	•	•	•	•	•				•		•	•	•	•	•	•
Home Teachers	•	•																			
Advisory Committee		•	•	•	•		•	•	•	•				•				•	•	•	•
Source of Materials																					
Commercial		•	•			•	•	•	•	•				•		•	•	•	•	•	•
District-Developed	•	•	•	•		•	•	•	•	•				•	•	•	•	•	•	•	•
Teacher-Made		•	•		•	•	•	•	•	•				•	•	•	•	•	•	•	•
Student-Originated					•	•								•	•	•			•		•
Inservice Hours Required																					
Teachers	18	75	5				8	45	30					25			16	1	40		75
Paraprofessionals	5	16	5					15	30					20		50	10	3	20		100
Staff Requirements																					
Teachers		•	•	•	•	•	•	•	•	•				•	•		•		•	•	•
Teaching Aides	•		•	•	•		•	•	•	•				•	•	•	•		•	•	•
Clerical Aides			•					•	•	•				•		•			•	•	•
Specialists/Consultants		•				•	•	•	•	•				•		•	•	•	•	•	•
Evaluators		•					•	•	•					•					•	•	•
Tests Used																					
Achievement Pre-		•	•	•	•	•	•	•	•					•		•	•	•	•	•	•
Achievement Post-		•	•	•	•	•	•	•	•					•		•	•	•	•	•	•
Ability								•	•					•		•	•	•	•	•	•
Diagnostic		•			•	•		•	•	•				•	•	•	•	•	•	•	•
Criterion-Referenced	•	•	•	•	•	•		•	•	•				•		•	•	•	•	•	•
Instructional Strategy																					
Decoding		•	•	•		•		•	•	•				•			•	•	•	•	•
Basal Reader		•		•		•		•	•	•				•		•	•	•	•	•	•
Language Experience		•		•	•	•	•	•	•	•				•	•	•			•	•	•
Linguistic/Oral		•	•	•	•		•	•	•	•				•		•			•	•	•
Programmed Learning	•		•	•				•	•	•				•	•	•	•	•	•	•	•

\*Boldface type represents grade level; medium type, age level.

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## Program Characteristics

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<b>Program Draws Students From</b>																					
<b>Inner City</b>																					
<b>Urban Residential</b>																					
<b>Suburban</b>																					
<b>Small Town or Rural</b>																					
<b>Age/Grade Level of Students*</b>	5-11	K-6	K-1	K	4-6	PS-K	K-3		K-1	K	1-2	K-2	K-3		K-3		K-3	K-3	K-3	K-3	K-3
<b>Program Emphasis</b>																					
<b>Readiness</b>																					
<b>Beginning Reading</b>																					
<b>Remedial</b>																					
<b>Accelerated</b>																					
<b>Teacher Training</b>																					
<b>Developmental</b>																					
<b>Special Resources Required</b>																					
<b>Visual Equipment</b>																					
<b>Audio Equipment</b>																					
<b>Library/Resource Ctr</b>																					
<b>Museum</b>																					
<b>Major Groups Included</b>																					
<b>Black</b>																					
<b>Indian</b>																					
<b>Asian</b>																					
<b>Spanish-Speaking</b>																					
<b>White</b>																					
<b>Special Parent Roles</b>																					
<b>Aides</b>																					
<b>Home Teachers</b>																					
<b>Advisory Committee</b>																					
<b>Source of Materials</b>																					
<b>Commercial</b>																					
<b>District-Developed</b>																					
<b>Teacher-Made</b>																					
<b>Student-Originated</b>																					
<b>Inservice Hours Required</b>																					
<b>Teachers</b>	20	144	30	4	3	10	50	60	12	72	30	10	30	33	40						
<b>Paraprofessionals</b>	20	144	15	3	25	30	12		36	30	12	10	33	40							
<b>Staff Requirements</b>																					
<b>Teachers</b>																					
<b>Teaching Aides</b>																					
<b>Clerical Aides</b>																					
<b>Specialists/Consultants</b>																					
<b>Evaluators</b>																					
<b>Tests Used</b>																					
<b>Achievement Pre-</b>																					
<b>Achievement Post-</b>																					
<b>Ability</b>																					
<b>Diagnostic</b>																					
<b>Criterion-Referenced</b>																					
<b>Instructional Strategy</b>																					
<b>Decoding</b>																					
<b>Basal Reader</b>																					
<b>Language Experience</b>																					
<b>Linguistic/Oral</b>																					
<b>Programmed Learning</b>																					

\*Boldface type represents grade level; medium type, age level.

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Program Short Title: # Participants (Page)	Cureton Rdng Prog: 2700 (43)	Holmes Rdng Prog: (44)	Dallas Basal Prog: (45)	Proj ALOHA: (46)	Proj Understand: 225 (47)	Appalachia R2R: 625 (48)	Rdng-Learning Ctr: 1600 (49)	The Eclectic Co: 550 (50)	Atlanta R2R: 1600 (51)	NIU-Rockford Rdng Prog: 326 (52)	Accept and Challenge: 610 (53)	Valley Springs R2R: 350 (54)	RIMS: 800 (55)	Weldon Rdng Prog: 520 (56)	Media Services Prog: (57)	Hoffman Rdng Prog: (58)	PRIME Rdng Prog: 8000 (59)	Ramona Rdng Prog: 240 (60)	Andrews Rdng Improvement: 460 (61)	LASER: 426 (62)	First Stage Rdng Prog: (63)
Program Draws Students From																					
Inner City	•								•	•							•			•	
Urban Residential																	•				
Suburban					•								•						•		
Small Town or Rural						•	•	•			•	•		•				•			
Age/Grade Level of Students*					K-4	1-4	K-5	5-11	K-5	K-5	K-5	K-6	K-6	K-6			K-6	4-6	K-6	PS-6	
Program Emphasis																					
Readiness	•				•	•	•	•			•	•	•	•						•	
Beginning Reading	•				•	•	•	•		•	•	•	•	•			•	•	•	•	
Remedial	•						•	•					•	•				•	•	•	
Accelerated	•												•	•						•	
Teacher Training	•					•		•	•	•		•	•						•	•	
Developmental																					
Special Resources Required																					
Visual Equipment							•	•	•	•	•	•		•			•		•	•	
Audio Equipment						•	•	•	•	•	•	•		•			•	•	•	•	
Library/Resource Ctr						•	•	•	•	•	•	•	•	•			•	•	•	•	
Museum																					
Major Groups Included																					
Black	•					•	•	•	•	•	•						•	•		•	
Indian																					
Asian																					
Spanish-Speaking	•					•	•	•	•					•			•	•	•	•	
White					•	•	•	•	•		•	•	•	•			•	•	•	•	
Special Parent Roles																					
Aides	•					•	•		•	•			•	•			•		•	•	
Home Teachers																					
Advisory Committee	•				•		•		•	•		•	•	•			•	•	•	•	
Source of Materials																					
Commercial	•				•	•	•	•	•		•	•	•	•			•	•	•	•	
District-Developed	•				•	•	•	•	•		•	•	•	•			•	•	•	•	
Teacher-Made	•				•	•	•	•	•	•	•	•	•	•			•	•	•	•	
Student-Originated					•				•	•		•							•		
Inservice Hours Required																					
Teachers	30				40	15	108		36	48	15	165	20				72	45	108	64	
Paraprofessionals	60				40	15	54		36		15	160	8				72	45	108	16	
Staff Requirements																					
Teachers	•				•	•	•	•	•	•	•	•	•	•			•	•	•	•	
Teaching Aides	•				•	•	•	•	•	•	•	•		•			•	•	•	•	
Clerical Aides					•	•	•		•	•		•					•	•			
Specialists/Consultants	•				•	•	•	•	•	•	•	•	•	•			•		•	•	
Evaluators					•		•		•			•					•		•	•	
Tests Used																					
Achievement Pre-	•				•	•	•	•	•		•	•	•	•			•	•	•	•	
Achievement Post-	•				•	•	•	•	•		•	•	•	•			•	•	•	•	
Ability					•	•	•	•	•			•	•	•			•	•	•	•	
Diagnostic	•				•	•	•	•	•	•	•	•	•	•			•	•	•	•	
Criterion-Referenced					•		•	•				•	•	•			•		•	•	
Instructional Strategy																					
Decoding	•				•	•		•	•			•	•	•			•	•	•	•	
Basal Reader						•		•	•	•	•	•	•	•			•	•	•	•	
Language Experience	•				•	•		•	•	•	•	•	•	•			•	•	•	•	
Linguistic/Oral	•				•			•									•	•	•	•	
Programmed Learning									•									•	•	•	

\*Boldface type represents grade level; medium type, age level.

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Program Draws Students From																						
Inner City																						
Urban Residential																						
Suburban																						
Small Town or Rural																						
Age/Grade Level of Students*		K-6	K-6	6-12	K-6	1-7	K-6	PS-6	K-6	1-6	K-6	K-6	K-6	K-6	5-14	3-6		K-6	K-8	K-9		
Program Emphasis																						
Readiness																						
Beginning Reading																						
Remedial																						
Accelerated																						
Teacher Training																						
Developmental																						
Special Resources Required																						
Visual Equipment																						
Audio Equipment																						
Library/Resource Ctr																						
Museum																						
Major Groups Included																						
Black																						
Indian																						
Asian																						
Spanish-Speaking																						
White																						
Special Parent Roles																						
Aides																						
Home Teachers																						
Advisory Committee																						
Source of Materials																						
Commercial																						
District-Developed																						
Teacher-Made																						
Student-Originated																						
Inservice Hours Required																						
Teachers		9	75		40	6			45	8		30		6		18		100	8			
Paraprofessionals		9	75	15	40	6			8			6	10	10	6	20		50	8			
Staff Requirements																						
Teachers																						
Teaching Aides																						
Clerical Aides																						
Specialists/Consultants																						
Evaluators																						
Tests Used																						
Achievement Pre-																						
Achievement Post-																						
Ability																						
Diagnostic																						
Criterion-Referenced																						
Instructional Strategy																						
Decoding																						
Basal Reader																						
Language Experience																						
Linguistic/Oral																						
Programmed Learning																						

\*Boldface type represents grade level; medium type, age level.

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## Program Characteristics

Program Draws Students From																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		</
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\*Boldface type represents grade level; medium type, age level.



# Program Index

Program Characteristics	Program Short Title: # Participants (Page)												
	Exemplary Ctr: (106)	PRIMIR: 5000 (107)	The Electric Co: (108)	Authorship: 750 (109)	Project BASIC: 9150 (110)	Baton Rouge Title I: (111)	Multi-Track Rdnng Prog: 500 (112)	Rdnng Improvement: 1200 (113)	Programmed Rdnng: 3601 (114)	Franningham Rdnng Prog: 7000 (115)	Fort Worth Plan: 26,756 (116)	PEGASUS: 1950 (117)	Rdnng Management Sys: 12,430 (118)
													Rdnng/Lang Arts Sys: 18,200 (119)
													ORB: (120)
													Management Model: 1400 (121)
													Project READ: 2000 (122)
													IPI: 1250 (123)
													Non-Graded Indiv Instr: (124)
													Intensive Rdnng Lab: 360 (125)
													Wallingford Rdnng Prog: 180 (126)
Program Draws Students From													
Inner City	•	•							•		•	•	
Urban Residential	•	•		•	•						•		
Suburban	•			•	•			•					
Small Town or Rural	•			•	•		•						•
Age/Grade Level of Students*	Ad	1-3		K-11	1-4		6-11	K-4	K-4	K-5	1-5	K-6	1-6
Program Emphasis													
Readiness								•		•	•		•
Beginning Reading		•		•	•		•	•	•	•	•		•
Remedial							•	•	•	•	•		•
Accelerated		•					•	•		•	•		•
Teacher Training	•	•		•			•		•	•	•	•	•
Developmental												•	
Special Resources Required													
Visual Equipment							•	•	•	•	•		•
Audio Equipment							•	•	•	•	•		•
Library/Resource Ctr	•							•	•	•	•		•
Museum													
Major Groups Included													
Black		•						•	•		•		
Indian				•									•
Asian		•											
Spanish-Speaking				•					•	•	•		
White	•	•		•	•		•	•	•	•	•	•	•
Special Parent Roles													
Aides				•	•		•	•		•			•
Home Teachers													•
Advisory Committee	•			•				•	•	•	•	•	•
Source of Materials													
Commercial	•	•			•		•	•	•	•	•		•
District-Developed	•	•		•	•		•	•	•	•	•	•	•
Teacher-Made		•		•	•		•	•	•	•	•	•	•
Student-Originated		•		•									•
Inservice Hours Required													
Teachers	30	30		30	30		3	60	30	60	15	3	30
Paraprofessionals		10					3	30	18	60	4	20	25
Staff Requirements													
Teachers		•		•	•		•	•	•	•	•	•	•
Teaching Aides					•		•	•	•	•	•	•	•
Clerical Aides	•			•	•		•	•	•	•	•	•	•
Specialists/Consultants	•	•					•	•	•	•	•	•	•
Evaluators	•			•					•				
Tests Used													
Achievement Pre-		•		•	•		•	•	•		•		•
Achievement Post-		•		•	•		•	•	•		•		•
Ability				•									
Diagnostic	•						•	•	•	•	•	•	•
Criterion-Referenced	•	•		•				•	•	•	•	•	•
Instructional Strategy													
Decoding		•		•				•	•	•	•	•	•
Basal Reader		•					•	•	•	•	•	•	•
Language Experience				•			•	•	•	•	•	•	•
Linguistic/Oral		•					•	•	•	•	•	•	•
Programmed Learning	•						•	•				•	•

\*Boldface type represents grade level; medium type, age level.

# Program Index

## Program Characteristics

Program Short Title: # Participants (Page)	Southampton Co Prog: 3000 (127)	Special Rdn Prog: 425 (128)	RIT: 10,000 (129)	Sandy Rdn Prog: 1350 (130)	Functional Rdn: (131)	Monterey Rdn Prog: 300 (132)	Brooklyn R2R: (133)	Espanola Rdn Ctrs: 60 (134)	Formula Phonics: 350 (135)	Intensified Rdn: (136)	San Juan Co Tutoring: 1000 (137)	Corrective Rdn Ctr: (138)	Meaningful Ed: 1200 (139)	NIM: 3000 (140)	Remedial Rdn Prog: 650 (141)	Lang Arts Retrieval: (142)	Rdn/Math Lrng Ctrs: 800 (143)	Intermediate Lang Dev: 850 (144)	Midwest City Title I: 525 (145)	Compensatory Rdn Ctrs: 1650 (146)	Action Prog in Rdn: 90 (147)
<b>Program Draws Students From</b>																					
Inner City																					
Urban Residential																					
Suburban																					
Small Town or Rural																					
<b>Age/Grade Level of Students*</b>	1-7	1-8	1-8	1-8	K-Ad	6-16	9-12	2-4	2-6		1-12	1-6	1-8	2-8	7-14	3-6	3-6	4-6	3-6	3-7	3-6
<b>Program Emphasis</b>																					
Readiness																					
Beginning Reading																					
Remedial																					
Accelerated																					
Teacher Training																					
Developmental																					
<b>Special Resources Required</b>																					
Visual Equipment																					
Audio Equipment																					
Library/Resource Ctr																					
Museum																					
<b>Major Groups Included</b>																					
Black																					
Indian																					
Asian																					
Spanish-Speaking																					
White																					
<b>Special Parent Roles</b>																					
Aides																					
Home Teachers																					
Advisory Committee																					
<b>Source of Materials</b>																					
Commercial																					
District-Developed																					
Teacher-Made																					
Student-Originated																					
<b>Inservice Hours Required</b>																					
Teachers	120	32		6	3	12	100		20		40	70	20	5	72	1	20	75	20	36	2
Paraprofessionals		32		6	2	12			20		40	30		3	36	2	20			36	
<b>Staff Requirements</b>																					
Teachers																					
Teaching Aides																					
Clerical Aides																					
Specialists/Consultants																					
Evaluators																					
<b>Tests Used</b>																					
Achievement Pre-																					
Achievement Post-																					
Ability																					
Diagnostic																					
Criterion-Referenced																					
<b>Instructional Strategy</b>																					
Decoding																					
Basal Reader																					
Language Experience																					
Linguistic/Oral																					
Programmed Learning																					

\*Boldface type represents grade level; medium type, age level.

# Program Index

## Program Characteristics

Program Short Title: # Participants (Page)	RAMP: 450 (148)	BEST: 5000 (149)	Graphics Expression: 275 (150)	Woonsocket Rdng Proj: 332 (151)	Diagnostic Rdng Clinic: 2170 (152)	Imp of Rdng Instr: 3000 (153)	Chicago CAI: (154)	4-Dimensional Rdng: 2100 (155)	Furthering New Horizons: (156)	Individualizing Instr: 145 (157)	Basic Skill Centers: 600 (158)	LVR: 300 (159)	R2R Special Rdng Proj: 351 (160)	Accelerated Rdng Prog: 200 (161)	Griffith R2R: 500 (165)	Skills Improvement Ctr: 800 (166)	Skills in Content Areas: 100 (167)	Jr. High Rdng Prog: 1300 (168)	Carroll Co. Proj: (169)	Middle and HS Rdng: 540 (170)	Parent Aide Rdng Prog: (171)
<b>Program Draws Students From</b>																					
Inner City																					
Urban Residential																					
Suburban																					
Small Town or Rural																					
<b>Age/Grade Level of Students*</b>	4-6	3-7	4-9	4-6	4-7	4-6		4-8		4-8	4-Ad	4-6	5-7	5-7	7-9	7-9	3-12	7-9		6-12	
<b>Program Emphasis</b>																					
Readiness																					
Beginning Reading																					
Remedial																					
Accelerated																					
Teacher Training																					
Developmental																					
<b>Special Resources Required</b>																					
Visual Equipment																					
Audio Equipment																					
Library/Resource Ctr																					
Museum																					
<b>Major Groups Included</b>																					
Black																					
Indian																					
Asian																					
Spanish-Speaking																					
White																					
<b>Special Parent Roles</b>																					
Aides																					
Home Teachers																					
Advisory Committee																					
<b>Source of Materials</b>																					
Commercial																					
District-Developed																					
Teacher-Made																					
Student-Originated																					
<b>Inservice Hours Required</b>																					
Teachers	16		6		240	80		15		15	30	10		30	36	5	3			40	
Paraprofessionals		2	4		240	80				15	10	10			36	5	6			40	
<b>Staff Requirements</b>																					
Teachers																					
Teaching Aides																					
Clerical Aides																					
Specialists/Consultants																					
Evaluators																					
<b>Tests Used</b>																					
Achievement Pre-																					
Achievement Post-																					
Ability																					
Diagnostic																					
Criterion-Referenced																					
<b>Instructional Strategy</b>																					
Decoding																					
Basal Reader																					
Language Experience																					
Linguistic/Oral																					
Programmed Learning																					

\*Boldface type represents grade level; medium type, age level.

# Program Index

Program Characteristics	Program Short Title: # Participants (Page)															
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Program Draws Students From																
Inner City	•	•			•	•				•	•				•	•
Urban Residential					•		•				•				•	•
Suburban									•					•		
Small Town or Rural			•												•	•
Age/Grade Level of Students*	11-13	12-14	14-16	7-8		7-8	7-8		7-8	7-9	5-9	7-8		9-11	9	9
Program Emphasis																
Readiness						•										
Beginning Reading		•				•										
Remedial	•	•	•			•	•		•	•		•		•	•	•
Accelerated							•			•		•				
Teacher Training				•							•	•		•		
Developmental				•	•				•							
Special Resources Required																
Visual Equipment		•	•		•	•	•				•	•			•	•
Audio Equipment		•	•		•	•	•				•	•			•	•
Library/Resource Ctr	•	•	•		•					•	•			•		•
Museum																
Major Groups Included																
Black		•	•	•	•	•	•			•	•	•		•	•	•
Indian		•				•									•	•
Asian																
Spanish-Speaking	•	•		•	•	•	•		•	•	•	•		•	•	•
White			•	•	•	•	•		•	•	•	•		•	•	•
Special Parent Roles																
Aides			•		•						•					
Home Teachers																
Advisory Committee	•	•				•	•			•	•	•		•	•	•
Source of Materials																
Commercial	•	•	•	•	•	•	•		•	•	•	•		•	•	•
District-Developed				•	•	•	•				•			•	•	•
Teacher-Made	•	•	•		•	•	•		•	•	•	•		•	•	•
Student-Originated	•		•		•											•
Inservice Hours Required																
Teachers	36	15	30		36		36				90	20		30	15	12
Paraprofessionals	36	10	30								30	15			5	12
Staff Requirements																
Teachers	•	•	•	•	•	•	•		•	•	•	•		•	•	•
Teaching Aides	•	•	•		•	•			•	•	•	•		•	•	•
Clerical Aides		•							•	•	•	•		•	•	•
Specialists/Consultants	•	•		•		•	•			•	•	•			•	•
Evaluators	•	•				•	•				•	•				•
Tests Used																
Achievement Pre-	•	•	•	•		•	•		•	•	•	•		•	•	•
Achievement Post-	•	•	•			•	•		•	•	•	•		•	•	•
Ability									•					•		•
Diagnostic	•	•		•	•	•	•		•	•	•	•		•	•	•
Criterion-Referenced	•	•			•		•			•	•	•		•	•	•
Instructional Strategy																
Decoding	•	•			•	•	•			•		•		•	•	•
Basal Reader		•	•	•	•	•	•							•	•	•
Language Experience	•	•			•	•	•		•	•				•	•	•
Linguistic/Oral		•			•	•	•			•				•	•	•
Programmed Learning		•			•	•	•							•	•	•

\*Boldface type represents grade level; medium type, age level.

# Program Index

Program Characteristics	Program Short Title: # Participants (Page)														
Program Draws Students From	Occupational Lrng Ctr: 250 (193)	Comm Skills Rding Prog: 13,000 (194)	Phoenix Rding Prog: 26,500 (195)	LaSierra Rding Lab: 100 (196)	Secondary Comm Classes: 1700 (197)	R2R Impact Proj: (198)	Homework Helpers: (199)	ADD: (200)	Comm English: 300 (201)	Mentor Rding Prog: 5561 (202)	Learning 100: 50 (203)	Critical Rding Workshop: 100 (204)	E Baton Rouge Prog: 5600 (207)	Project READ: 11,500 (208)	Laney Coll R2R: (209)
Inner City	•	•	•		•	•	•					•	•		
Urban Residential		•	•		•							•			
Suburban			•	•	•				•	•			•		
Small Town or Rural					•						•				
Age/Grade Level of Students*	9-12	7-12	9-12	9-12	7-12	9-12	9-12		10-12	7-12	10-12	16	K-6	K-12	
Program Emphasis															
Readiness															
Beginning Reading					•										
Remedial	•	•		•	•	•	•		•	•		•			
Accelerated															
Teacher Training		•							•	•			•	•	
Developmental			•							•			•		
Special Resources Required															
Visual Equipment	•	•		•	•				•	•		•	•		
Audio Equipment	•	•		•	•				•	•	•	•	•		
Library/Resource Ctr		•		•	•	•			•	•		•	•		
Museum															
Major Groups Included															
Black	•	•	•		•	•	•					•	•	•	
Indian		•	•									•			
Asian		•	•									•			
Spanish-Speaking		•	•			•	•					•			
White		•	•	•	•		•		•	•	•	•	•	•	•
Special Parent Roles															
Aides				•	•	•	•		•						
Home Teachers															
Advisory Committee		•	•		•	•					•			•	
Source of Materials															
Commercial	•	•	•	•	•	•	•		•	•	•	•	•	•	•
District-Developed	•		•		•					•		•	•		
Teacher-Made	•	•	•	•	•					•	•	•	•	•	•
Student-Originated											•	•			
Inservice Hours Required															
Teachers	72	20		27	20	30	20		60		6		18	32	
Paraprofessionals		20		27	20		20		20						
Staff Requirements															
Teachers	•	•	•	•	•	•	•		•	•	•	•			
Teaching Aides		•		•	•		•						•		•
Clerical Aides		•					•		•	•			•		•
Specialists/Consultants		•	•		•		•		•	•		•			•
Evaluators							•			•		•			
Tests Used															
Achievement Pre-	•	•	•	•	•	•	•		•	•	•	•	•	•	•
Achievement Post-	•	•	•	•	•	•	•		•	•	•	•	•	•	•
Ability				•					•	•					
Diagnostic	•	•	•	•	•	•	•		•	•	•	•	•	•	•
Criterion-Referenced		•	•		•	•			•	•				•	•
Instructional Strategy															
Decoding		•		•	•		•								
Basal Reader															
Language Experience		•		•	•		•					•			
Linguistic/Oral		•		•	•		•					•			
Programmed Learning	•	•		•					•		•		•		•

\*Boldface type represents grade level; medium type, age level.



