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AUTHOR Kamm, Marga R.; Pittelman, Susan D.
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ABSTRACT

This report documents the 1972-73 field test of teacher training techniques for the Prereading Skills Program. The program is a kindergarten-level instructional program designed to prepare children for beginning reading instruction. Four teachers in three Wisconsin schools participated in the field test of teacher training techniques. Fourteen teachers in schools where the Prereading Skills Program had been used during the 1971-72 school year provided evaluative information on program materials and activities. The teacher training evaluated in the field test took the form of workshops. Information relating to the effectiveness of the teacher training workshops was gathered by means of questionnaires, observations, and interviews. Analysis of the data indicated that teachers would be able to implement the Prereading Skills Program after less extensive workshops or perhaps without any workshops at all, provided that supplementary information on the use of specific components was included in the teacher materials. After further revision, the Prereading Skills Program will be used again by teachers who used the 1971-72 and 1972-73 field test editions. (Author/RB)

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Technical Report No. 310

THE 1972-73 FIELD TEST OF THE PREREADING SKILLS PROGRAM

by Marga R. Kamm and Susan D. Pittelman

Report from the Project on Prereading Skills

Richard L. Venezky
Principal Investigator

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

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ABSTRACT

This report documents the 1972-73 field test of teacher training techniques for the Prereading Skills Program. It also describes supplementary evaluation of specific program components and subsequent revisions made in the Prereading Skills Program.

The Prereading Skills Program is a kindergarten-level instructional program designed to prepare children for beginning reading instruction. The program teaches three visual skills and two sound skills which are logically related to the reading process and which are judged to be prerequisites for success in learning to read.

Visual Skills	Sound Skills
Attending to Letter Order	Sound Matching
Attending to Letter Orientation	Sound Blending
Attending to Word Detail	

Four teachers in three Wisconsin schools participated in the field test of teacher training techniques. Fourteen teachers in schools where the Prereading Skills Program had been used during the 1971-72 school year provided evaluative information on program materials and activities.

The teacher training evaluated in the field test took the form of workshops. Field test teachers attended a day-long preservice workshop before they began using the Prereading Skills Program and a half-day inservice workshop four weeks later. Information relating to the effectiveness of the teacher training workshops was gathered by means of questionnaires, observations, and interviews. Analysis of the data indicated that teachers would be able to implement the Prereading Skills Program after less extensive workshops or perhaps without any workshops at all, provided that supplementary information on the use of specific program components was included in the teacher materials.

Information on program components was gathered by means of questionnaires and feedback sessions from teachers who had used the Prereading Skills Program previously. Teachers responded positively to the 1972-73 edition of the program. Analysis of their comments suggested changes which would further improve the program, but no significant problems were identified.

After further revision, the Prereading Skills Program will be used again by teachers who used the 1971-72 and 1972-73 field test editions. Consultation with these teachers will guide further refinement of the program as it is prepared for commercial publication which is scheduled for the 1974-75 school year.

I

INTRODUCTION

The Prereading Skills Program is designed to provide instruction in prereading skills at the kindergarten level. The program has been developed at the Wisconsin Research and Development Center for Cognitive Learning (R & D Center) and is a curriculum component of the Center's system of Individually Guided Education (IGE). Components of the Prereading Skills Program were first pilot tested in three kindergarten classrooms in spring 1971. A prototype of the program was developed during the summer of 1971 and field tested by 16 teachers during the 1971-72 school year. On the basis of information gained during the field test, the program was revised, and an expanded small-scale field test was conducted during the 1972-73 school year, with emphasis on evaluation of inservice training for teachers as well as on further evaluation of the program. This report describes the purposes, design, and outcomes of that field test.

The Prereading Skills Program is an instructional program which teaches five basic prereading skills; the program includes criterion-referenced diagnostic tests to evaluate those same five skills. The components of the program include sound and visual schedules containing sequences of activities to teach the sound and visual skills, a resource file containing instructions for each activity listed in the schedules, a management system featuring edge-notch record cards, and a teacher's handbook. There are a wide variety of instructional materials designed to teach the five skills. For each skill the program contains a sequence of games and other activities which lead children from simple, concrete application of the skill to more complex and abstract application. Although the instructional program includes large group and individual activities, the major portion of the program consists of small group games; primary emphasis is on groups arranged according to individual needs. The diagnostic test provides a way to identify each child's needs, and the test results serve as a basis for forming instructional groups.

Most kindergarten teachers use the Prereading Skills Program five days a week, twenty-to-thirty minutes a day; however, the individualization of the program and the emphasis on small group activities allow teachers considerable flexibility in implementing the program.

THE FIVE PREREADING SKILLS

The selection of prereading skills for this program was based on more than five years of experimental research on the reading process and on learning to read. The basic assumption that has emerged from

this work is that reading is not a single skill, but a complex of skills which can be divided into simpler, component skills. Studies done in the development of this program have shown that these component skills can be reliably assessed shortly after a child begins kindergarten and that skill needs vary widely among children, thus implying that an individualized program is required for efficient instruction.

A skill had to meet two criteria before it was considered for emphasis in the program. First, the skill had to relate directly to learning to read, and second, it had to show a high correlation with reading success. If a skill met both criteria, research was done to discover whether the skill was lacking in a sufficient number of kindergarten children to justify its inclusion in the program. By these procedures three visual and two sound skills were selected for instruction and testing:

Visual Skills	Sound Skills
Attending to Letter Order	Sound Matching
Attending to Letter Orientation	Sound Blending
Attending to Word Detail	

EXPLANATION OF THE FIVE SKILLS

Visual Skills

Attending to Letter Order. *no is not the same as on*

A child learns that an engine, a flatcar, a boxcar, and a caboose make up a train regardless of whether the flatcar comes before the boxcar or the boxcar before the flatcar. But the sequences of letters making up a word are not like cars making up a train: was is a different word from saw, and swa is not a word at all. A child must learn to recognize a word not only by the letters contained in the word but also by the left-to-right order in which those letters appear. Many kindergarten children have difficulty learning to pay attention to the order of letters, especially children who have not played with letters and words before entering kindergarten.

Attending to Letter Orientation. *b is not the same as d*

A child learns from experience that the orientation of an object has no influence on its identity. A frying pan is a frying pan whether the handle points to the left or to the right, and an arrow is an arrow whether the tip points up or down. But this is not the case with letters. To decide whether a letter is a b or a d, the child must pay attention to the relative positions of the line and circle. Similarly, to decide whether a letter is a u or an n, the child must notice whether the hump is at the top or bottom. Some children quickly learn that the special set of items called letters requires attention to orientation, but other children need instruction to master this skill.

Attending to Word Detail. *take is not the same as tale*

One of the most common mistakes made by children learning to read is attempting to identify a written word by its first letter. A child looking for his or her name on a list often chooses someone else's name that begins with the same letter. The vocabulary introduced in beginning reading programs is often so limited that the strategy of identifying words by their first letters may be successful for a child when he or she starts a reading program. But as his or her reading vocabulary increases, the child encounters more and more words of high visual similarity, that is, words which require careful attention to all letters for proper identification, such as read and road. If the child has not learned to attend to all the features of a word, he or she will face reading failure. To develop successful word recognition strategies, the child must be able to detect minor visual differences between words. Some children develop this skill on their own and are able to develop successful word identification strategies, but other children must be taught to pay attention to all the details of a word.

Sound Skills

Sound Matching. *shoe starts with the sound /sh/; cow and kite start with the same sound; room and team end with the same sound*

A child's early experiences with separate sounds are limited almost exclusively to noises in the environment and to sound words such as sh and ah. While these experiences help the child to develop listening skills, they are of little help to the child in learning the sounds of letters. To associate sounds with letters a child must first be able to recognize individual speech sounds. Because isolating and matching individual sounds that occur in words is extremely difficult for many children, most children need special instruction to become familiar with speech sounds and to learn to hear them in words.

Sound Blending. *the sounds /p/, /a/, /t/ can be put together to make the word pat*

A child who has learned to associate letters with sounds has acquired an important tool for beginning reading. Before a child can make use of this tool, he or she must understand that sounds can be put together, that is, blended, to form words. For some children the ability to blend sounds into words seems to develop almost naturally. Other children require extensive practice before they acquire this skill.

INSTRUCTIONAL PROGRAM

The Prereading Skills Program is divided into two separate sequences of instruction, one to teach the three visual skills and one to teach the two sound skills. The program also teaches secondary

skills, including the concepts of same/different, and the association of sounds first with pictures and then with letters. Children who use the program also develop important social behaviors, including working with other children in cooperative activities, and learning to follow directions and to work independently.

Visual Program

The Visual Program begins with preliminary activities to teach the concept of same/different. Then the children begin to work on the three visual skills. For each skill, the children participate in large group, small group, and individual activities. The major portion of the instructional program consists of playing small group games. Each game is designed to teach a particular skill, and children are assigned to games according to individual skill needs.

Sound Program

The Sound Program also begins with preliminary activities which teach basic listening skills as well as the concept of same/different. Instruction in the two skills, Sound Matching and Sound Blending, is supplemented by the use of Sound Picture Associations and Letter-Sound Correspondences, which make the learning of the sound skills more meaningful to the children.

Sound-Picture Associations and Letter-Sound Correspondences. The skills of sound matching and sound blending have always been difficult to teach because of the abstractness of speech sounds. To make sounds meaningful to kindergarten children, the Prereading Skills Program teaches children to associate a sound with a picture of something that says that sound. For example, the sound /m/ is associated with the picture of a boy eating cake, and the sound /sh/ is associated with the picture of a girl who wants silence. These Sound-Picture Associations have been found to be more effective for teaching sounds than the traditional methods of associating sounds with letters or with pictures of objects whose names begin with the sounds. The use of Sound Pictures ensures that the sounds the children are asked to work with are familiar to them and easy for them to talk about.

After the children have become familiar with sounds and have begun practicing sound matching, they learn to associate letters with sounds. They then use letters in place of Sound Pictures to represent the sounds in sound matching activities. The learning of Letter-Sound Correspondences ties together the visual and the sound components of the program. The twelve correspondences which are introduced serve to familiarize the children with the concept of associating sounds with letters.

EXPECTED OUTCOMES

The most important outcomes expected from the Prereading Skills Program are that participating children will be ready to learn to read

when they reach formal reading instruction and that they will experience little difficulty in acquiring initial reading skills. The more specific objectives are that the children will develop the following skills:

1. ability to match letters, letter strings, or printed words, taking into account the orientation and order of the letters and the full configuration of the words;
2. ability to match words on the basis of constituent sounds and to decide whether or not a given word contains a particular sound;
3. ability to blend sounds into real words, using letters to represent the sounds.

In all these objectives, the major concern is to develop the procedures the child uses for such tasks, so that he can apply these skills to new situations.

II

DESCRIPTION OF THE FIELD TEST

FIELD TEST OBJECTIVES

The 1972-73 field test of the Prereading Skills Program was designed primarily to evaluate the effectiveness of the preservice and inservice workshops conducted to train teachers to use the program. It was intended that the results of this evaluation would guide the further development of teacher training materials for the program. The effectiveness of the teacher training was measured in terms of how well teachers implemented the program. The section of this chapter on Evaluation of Teacher Training is a discussion of this study.

A secondary purpose of the field test was to evaluate those program activities which had been revised as a result of the 1971-72 field test of the program. The section of this report on Contact with Continuing Teachers is a discussion of these activities.

EVALUATION OF TEACHER TRAINING

Subjects

Six kindergarten teachers who had not used the Prereading Skills Program previously were selected to participate in the study designed to evaluate inservice training. The six teachers came from four schools in southeastern Wisconsin. Early in the school year, one school discontinued participation in the field test; participants in the study were therefore four teachers in three schools. Table 1 lists the schools and number of teachers, classes, and children who participated throughout the study.

Procedure

Memorandum of Agreement. For each school, arrangements to participate in the 1972-73 evaluation of teacher training for the Prereading Skills Program were made between the school principal and the Center. These arrangements were formalized in a Memorandum of Agreement which stated the responsibilities of the school and of the Center. The responsibilities listed included releasing the teachers to attend a preservice and an inservice workshop. A copy of the Memorandum of Agreement appears in Appendix A.

TABLE 1

PARTICIPANTS IN THE 1972-73 FIELD TEST OF THE INSERVICE WORKSHOP FOR THE PREREADING SKILLS PROGRAM

School	Urban/ Non-urban	School Organization	No. of Teachers	No. of Classes	No. of Children
Central Elementary School Lake Geneva, WI	N	Conventional	1	2	30
Okauchee Elementary School Okauchee, WI	N	Conventional	1	2	67
Siefert Elementary School Milwaukee, WI	U	Conventional	2	3	67

Teacher Training. New teachers attended a day-long preservice workshop before the start of school and a one-half day inservice workshop after they had begun to use the Prereading Skills Program. Both training workshops were conducted by members of the staff of the Prereading Skills Program at the Wisconsin R & D Center. The two-session format for teacher training was adopted in response to feedback from the 1971-72 field test of the program. In that field test, teachers who participated in a single, day-long preservice workshop felt overwhelmed by the quantity of information which they encountered. Much of the information presented was relevant to parts of the Prereading Skills Program that teachers would not implement in their classrooms until the school year was well under way. It was decided therefore that two workshops should be conducted: a preservice workshop which would be given before teachers began implementing the Prereading Skills Program and an inservice workshop to be conducted three to four weeks after the teachers had begun the program. The preservice workshop would be limited to an overview of the program and to information which teachers would need to begin using the program. The inservice workshop would deal with formation of skill groups and other information that becomes relevant after a teacher has begun using the Prereading Skills Program.

Teachers received their Prereading Skills Program materials at the all-day preservice workshop which was held at the end of August. At this workshop, teachers were first given an overview of the Prereading Skills Program, including a statement of the program's objectives and an explanation of the research base of the program. Other topics for the workshop included a description of the instructional sequence for teaching the sound and visual skills and a demonstration of the program's management system and assessment procedures. Teachers had an opportunity to practice writing lesson plans for the program and to use some of the classroom materials. They also heard what would be expected of them as field test participants, such as completing questionnaires and talking with R & D Center staff members. An agenda of the preservice workshop and the Inservice Manual distributed to teachers are included in Appendix B.

The half-day inservice workshop, held four weeks after the preservice workshop, began with a feedback session which provided teachers with an opportunity to compare their experiences during their first month of using the Prereading Skills Program. The second part of the workshop was devoted to explaining how to form small groups for individualizing instruction, and provided an opportunity for teachers to practice using the program's management system. Appendix C includes a copy of the agenda for the inservice workshop.

Data Collection

Questionnaires, Observations, and Interviews. During the school year, information was gathered from new teachers by means of questionnaires, observations, and interviews. Since the purpose of collecting data was to evaluate the preservice and inservice workshops, the Center was careful in every interaction with the teachers not to provide additional information about using the program. This precaution ensured that no information would be given during the school year that might compensate for deficiencies in the workshops. The Center did, however, answer factual inquiries and questions regarding supplies of materials.

To provide information on their immediate reactions to the preservice and inservice workshops, teachers completed a questionnaire at the end of each workshop. In January and May teachers completed additional questionnaires related to the workshops. These questionnaires provided data on their impressions of the workshops after using the Prereading Skills Program for one semester and after using it for an entire school year. The questionnaires included both specific and open-ended questions. On the questionnaires teachers not only evaluated the workshops and rated proposals for other ways of training teachers to use the Prereading Skills Program, but also indicated how confident they felt about using specific components of the program. During the last week of the school year a questionnaire was sent to teachers to ask if they had completed the sequence of Prereading Skills Program instruction and to ask for their final comments about the program. Copies of the questionnaires are included in Appendix D.

Each teacher was visited three times during the year by an observer from the R & D Center. The same person was observer for all visits and for all the teachers. It was assumed that a teacher's effectiveness in implementing the program was to some extent an indication of the effectiveness of the inservice training she had received. On each visit, the Center observer looked for specific evidence of program implementation, for example, the use of the children's record cards on days when children played small group games. The observation report forms are included in Appendix E.

Each visit consisted of observing program lessons on two successive days. Being present for two successive lessons ensured that the observer would see the class do both sound and visual activities, and it increased the likelihood that the observer would see activities with a variety of instructional groupings. A two-day visit also reduced the chance that the observer would see only an unusually good or an unusually poor day. In addition to observing lessons from the Prereading Skills Program, the Center staff member

talked with the teacher after one of the observations. These interviews were planned to take a half hour but often lasted longer. All teachers were asked general questions about implementing the Prereading Skills Program and specific questions about program materials and activities. The interviews were casual, and the observer/interviewer did not ask the questions to every teacher in the same order. Although teachers' responses provided information related to specific activities and materials, the significance of this information was that it indicated whether teachers understood how to use the components of the program and whether they were using them as they were designed to be used. The latter information was considered valuable for designing teacher training techniques. The interview questions for each visit are included in Appendix E.

Testing

Concurrent with the 1972-73 field test of teacher training techniques for the Prereading Skills Program, the R & D Center conducted several studies to measure the effectiveness of the Prereading Skills Program in terms of children's mastery and retention of the five prereading skills taught in the program. In connection with these studies, the Prereading Skills Test was administered to a sample of children in each of the 1972-73 field test classes. These studies are described in Technical Report No. 311, Evaluation Studies of the Prereading Skills Program (Venezky, Green, & Leslie, in press).

CONTACT WITH CONTINUING TEACHERS

Subjects

The group called "continuing teachers" included 11 kindergarten teachers who had used the Prereading Skills Program during the 1971-72 field test and 3 teachers who had not used the program previously but who were replacing teachers in schools that had participated in the 1971-72 field test. The 3 new teachers did not participate in the inservice workshops; they were treated like the other 11 continuing teachers. All 14 teachers provided information on program materials and activities. Table 2 lists the schools and the number of teachers, classes, and children participating in the field test.

Procedure

Memorandum of Agreement. For each school, arrangements to participate in the 1972-73 evaluation of program revisions were made between the school principal and the Center. These arrangements were formalized in a Memorandum of Agreement which stated the respective responsibilities of the school and of the Center. A copy of the Memorandum of Agreement appears in Appendix A.

TABLE 2

PARTICIPANTS IN THE 1972-73 FIELD TEST OF THE PREREADING SKILLS PROGRAM MATERIALS AND ACTIVITIES

School	Urban/ Non-urban	School Organization	No. of Teachers	No. of Classes	No. of Children
Bowler Elementary Bowler, WI	N	Conventional	1	2	45
Bryn Mawr Elementary Chicago, IL	U	Conventional	1	2	64
Burdge Elementary Beloit, WI	N	Conventional	1	2	47
Goldblatt Elementary Chicago, IL	U	Conventional	1	2	52
Hawthorne Elementary Madison, WI	N	Conventional	2	3	66
Marquette Elementary Madison, WI	N	Conventional	1	2	44
McKinley Elementary Appleton, WI	N	Multiunit	4	6	148
Todd Elementary Beloit, WI	N	Conventional	1	2	41
Wilson Elementary Janesville, WI	N	Multiunit	2	4	67

Teacher Training. Continuing teachers received new sets of Prereading Skills Program materials at the start of the school year. These new materials incorporated revisions based on the 1971-72 field test.

Data Collection

Information from continuing teachers was gathered by means of questionnaires and in feedback sessions. The questionnaires were in the form of supplementary pages bound into the schedule books at selected points in the instructional sequence. There were 17 such pages, each with specific questions and space for comments on 8 to 12 activities. Once a sheet was filled out, it could be folded and stapled to form a postcard which was preaddressed to the Center. These postcards provided up-to-date feedback on program activities and materials. Periodically during the year, members of the Prereading Project staff had meetings with groups of three to five teachers to discuss the comments received on the postcards and to consult on proposed revisions of the activities and materials.

III

ANALYSIS OF DATA

Three categories of data were collected during the 1972-73 field test of the Prereading Skills Program: (1) questionnaire responses, (2) visit reports, and (3) postcard and consultation responses. Data in the first two categories were used for the evaluation of teacher training; data in the third category were used for the evaluation of program materials and activities.

QUESTIONNAIRE RESPONSES

Preservice Workshop

Responses to the questionnaire completed at the end of the preservice workshop indicated that at that time teachers felt satisfactorily prepared to begin using the Prereading Skills Program. The six teachers who were described in Chapter II as participating in the evaluation of teacher training completed the questionnaire; two other teachers who were special guests at the preservice also completed the questionnaire. The questionnaire included 11 specific questions and one open-ended question. For each specific question the answer choices ranged from 1 (negative response) to 5 (positive response). Of these questions, 7 measured a teacher's sense of readiness to begin using components of the program, while the rest asked the teacher to rate the inservice workshop on 4 characteristics. Table 3 summarizes the responses to each of these questions. The table shows that three-fourths of the responses were on the positive side of the response scale (4 or 5), and over half the responses were maximally positive (5).

The open-ended question asked for comments on the preservice program. Six teachers responded. One teacher mentioned that she would have liked more participation and demonstration, while two teachers thought there was enough teacher participation. Three teachers thought the preservice "quite long," and two of these suggested that the material be divided into two sessions.

Inservice Workshop

Responses to the questionnaire completed at the end of the inservice workshop indicated that the teachers felt satisfactorily prepared to continue using the Prereading Skills Program, although they were slightly less confident than they had been immediately after the preservice workshop. There were nine respondents to this questionnaire: the eight teachers who responded to the first questionnaire and one additional guest teacher. The questionnaire included 13 specific questions with answer choices ranging from 1 (negative response)

TABLE 3

SUMMARY OF RATINGS GIVEN ON
PRESERVICE WORKSHOP QUESTIONNAIRE*

	Ratings						
	No Response	(Negative) 1	2	3	4	(Positive) 5	Total Ratings
Questions measuring teacher's sense of readiness (7)	3	Ø	1	11	14	27	56
Questions rating preservice workshop (4)	1	Ø	1	3	8	19	32
All questions (11)	4	Ø	2	14	22	46	88

*Number of respondents = 8.

to 5 (positive response). Of these 13 questions, 9 measured a teacher's confidence about using specific components of the program, while the other 4 asked teachers to rate the inservice workshop on 4 specific characteristics. Table 4 summarizes the responses to these questions.

The table shows that with regard to teachers' confidence, over half the responses were on the positive side of the rating scale, while over one-third were maximally positive. In rating the inservice workshop, teachers were overwhelmingly positive, with over half of the responses maximally positive and only five responses not on the positive side of the rating scale.

In responding to open-ended questions about the content of the inservice workshop, teachers indicated that they were satisfied with the program, but three teachers felt it would have been more effective if part of the presentation had been postponed to a later, additional workshop. Teachers were also asked to indicate their opinion of the amount of emphasis given to each agenda item for both workshops: of the seven teachers who responded, five felt that proper emphasis had been given to all agenda items, while two felt that more emphasis was needed on several items. Finally, teachers were asked to comment on the division of agenda items between the two workshops. Four of the eight teachers felt that the video tape of a Prereading Skills Program activity period should have been shown at the second workshop rather than at the first; apart from that suggestion, all teachers felt that information had been properly divided between the two workshop programs.

January Questionnaire

The January questionnaire was designed to measure teachers' confidence about using specific components of the program and to record their impressions of teacher training after they had used the program for one semester. The ten specific questions about teachers' confidence were identical to those asked in November. The January questionnaire was sent to the four field test teachers who had responded to the two workshop questionnaires and who continued to participate in the field test. The responses indicated that all four teachers continued to feel confident about using the program. Table 5 summarizes the responses to the ten specific questions.

The questionnaire also asked teachers to judge if the appropriate amount of detail had been provided for each of the nine items discussed at the workshops. Two teachers felt that more detail should have been given for two of the items, and one teacher felt more detail was needed on a third item. Otherwise, all four teachers judged that the right amount of detail had been given on each item.

Teachers were also asked to judge proposals for two alternative forms of inservice training. Three of the four teachers preferred a workshop to a self-instructional inservice program recorded on cassettes, largely because they valued personal contact with a consultant; one teacher felt that an inservice on cassettes would be as effective as a live workshop. Three teachers felt that if the two workshops had been reduced to a single two-hour meeting providing an overview of the Prereading Skills Program and instructions on how to teach the initial lessons, there would have been enough information in the program's teacher materials to allow them to begin the program confidently.

TABLE 4

SUMMARY OF RATINGS GIVEN ON
INSERVICE WORKSHOP QUESTIONNAIRE*

	Ratings						
	No Response	(Negative) 1	2	3	4	(Positive) 5	Total Ratings
Questions measuring teacher's confidence (9)	Ø	12	4	12	14	30	72
Questions rating inservice workshop (4)	Ø	1	2	2	8	19	36
All questions (13)	Ø	13	8	21	22	49	108

*Number of respondents = 9.

TABLE 5

SUMMARY OF RATINGS
GIVEN ON JANUARY QUESTIONNAIRE*

	Ratings						
	No Response	(Negative) 1	2	3	4	(Positive) 5	Total Ratings
Questions measuring teacher's confidence (10)	Ø	Ø	1	3	10	26	40

*Number of respondents = 4.

One teacher felt the written information would have been insufficient for beginning the program, but all four teachers agreed that they could have figured out how to assign children to small group games using only the information in the teacher materials. (Assignment of children to small group games was the major topic of the second workshop.)

May Questionnaire

The same four teachers who were sent the January questionnaire also received and completed the May questionnaire. The questionnaire included 16 specific questions measuring the teachers' confidence with regard to using various components of the program. Six of these questions related to activities to teach Sound Blending, the final skill taught in the program. (Components to teach this skill had been briefly introduced at the inservice workshops.) The remaining 10 questions were identical to those asked on the January questionnaire. Table 6 summarizes the responses to all of these questions. The table shows that with regard to teaching the skill that was only briefly introduced at the inservice workshops, three-fourths of the responses were maximally positive. On the questions repeated from the January questionnaire, three-fourths of the responses were maximally positive.

Teachers were also asked if they thought they could have implemented 10 specific components of the program if the two workshops had been reduced to a single two-hour session. Half of the responses to this question were positive.

In the May questionnaire, teachers were also asked if they would have listened to a series of cassette recordings if they had been included in the Prereading Skills Program materials; all four teachers responded positively.

Finally, teachers were asked to suggest what aspects of the Prereading Skills Program should be included if workshops could cover only four aspects of the program. Teachers suggested the following topics (the number of teachers making each suggestion is given in parentheses):

Schedules and Teacher's Resource File (4)

Children's Record Cards (3)

Prereading Skills Test (2)

Managing small group games (2)

Introduction to the Prereading Skills Program and the five prereading skills (2)

Daily individualization (1)

How rigidly to follow the program (1)

End-of-Year Questionnaire

During the last week of school a questionnaire was sent to the four field test teachers who had completed the January and May questionnaires. The questionnaire asked how much of the program they had

TABLE 6

SUMMARY OF RATINGS GIVEN
ON MAY QUESTIONNAIRE*

	Ratings						
	No Response	(Negative) 1	2	3	4	(Positive) 5	Total Ratings
Questions related to teaching Sound Blending (6)	Ø	Ø	1	4	1	18	24
Questions repeated from January questionnaire (10)	Ø	Ø	4	Ø	3	33	40
All questions (16)	Ø	Ø	5	4	4	51	64

*Number of respondents = 4.

completed, and asked them to comment on their progress in the program. There also were questions regarding the Prereading Skills Test and teachers were asked to comment on the use of the program in learning centers. The responses to this questionnaire provided the following information:

Three teachers completed the sequence of activities to teach the three visual skills; one teacher completed the entire sequence of activities to teach the sound skills, while the remaining three did not teach all of the unit for Sound Blending. These teachers attributed their not finishing to lack of time and to the hectic atmosphere of the end of the school year. They felt that the program would be easier to use the second year and that they would finish more of the activities. It should also be noted that two of the teachers taught in an inner-city school with an unusually high level of transiency. These teachers were pleased that their students had covered as much material in the program as they did.

The time when teachers stopped doing program activities varied from two weeks before school ended to the last day of school.

Two teachers felt that the Sound and Visual Schedules included too many activities; one teacher wanted more flexibility, and one teacher judged the Schedules "okay."

Two teachers thought there were too many opportunities for testing given in the Schedules; two teachers thought the number of testing opportunities was just right. Only one teacher felt a need to have two equivalent forms of the Prereading Skills Test.

The three teachers who had implemented learning centers in their classrooms felt they would incorporate small group games from the program into their centers if that option were included in the Schedules.

VISIT REPORTS

Each visit consisted of observation of a lesson on two consecutive days and an interview with the teacher. The observation of lessons provided an impression of teachers' ability to use the program. Key questions asked in each interview were related to overall use of the program and indicated whether teachers had understood and retained information given at the workshops. These questions dealt with use of the Schedules, progress in the instructional sequence, time allotted to program lessons, individualization of instruction, and use of the program's management system.

November Visit

The first visits to schools were made during the second half of November when teachers had been using the program for approximately two months. Four teachers in three schools were participating in the

field test at this time. During the observed lessons it was apparent that teachers were using both teacher materials and classroom materials as they were intended to be used, and teachers' answers to questions about specific activities and materials corroborated this impression.

All four teachers were using the program with all the children in their classes. All were doing program activities five days a week, alternating daily between activities from the Sound Schedule and the Visual Schedule, as recommended at the workshops. All teachers had completed the preliminary and introductory Letter Order activities from the Visual Schedule and had begun having children play small group games for Letter Order. All teachers had completed preliminary activities from the Sound Schedule.

Teachers stated that they spent from fifteen to forty minutes daily on program activities, which was somewhat longer than the 20-25 minutes specified at the inservice. In all but two cases, the observed lessons verified the teachers' statements. In these two instances, the lesson was longer than the teacher's stated maximum.

When asked what problems they were having with the program, two teachers responded that they had no problems and one of these added that she had never before used such a well-organized program. Of the two teachers who mentioned problems, one felt that on some Schedule pages there were too many activities included in a single lesson. The other teacher felt pressured because she was under the impression that children were expected to master a small group game the first time that they played it. The same teacher was also uncomfortable with managing small group games.

February Visit

The second visit to schools occurred during the early part of February. At that time, all four teachers had progressed in both the Visual and Sound Schedules. Only one teacher was not as far as expected, possibly because she had discontinued doing program activities during the weeks prior to the Christmas holiday. All teachers had completed the introductory units for Letter Order and Letter Orientation in the Visual Schedule and all had some children working on the second unit for these skills. Two teachers had introduced Word Detail activities, and the other two teachers planned to introduce Word Detail shortly. In the Sound Schedule, one teacher had begun the unit on Last Position Sound Matching, two teachers were in the unit on Beginning Position Sound Matching using Letter-Sound Correspondences, and the teacher who had temporarily discontinued using the program was still in the initial Beginning Position Sound Matching unit.

All four teachers continued to use the program five days a week. Three teachers continued to alternate daily between activities from the Sound Schedule and activities from the Visual Schedule. In the fourth classroom, where there was a full-time instructional aide, the teacher sometimes did sound and visual activities in the same day, with her aide supervising one and herself the other.

In response to the question of how much time they allotted to program activities, teachers stated that they spent from twenty to forty-five minutes per day on days when small group games were scheduled. The observed lessons ranged from fifteen to twenty-seven minutes in length, the shorter lessons being ones that did not include small group games.

Individualization of instruction together with use of the program's management system is integral to the program and had been emphasized at both the preservice and the inservice workshops. These aspects of program implementation were therefore considered meaningful indicators of how well teachers understood the program. The February interviews with the four field test teachers indicated that all teachers understood how to administer the Prereading Skills Test and were using it to assess children's mastery of the five prereading skills. Teachers were also using the test results to assign children to appropriate skill groups. With regard to the management system, three of the four teachers liked the system of edge-notch student Record Cards, while the fourth was neutral; all four teachers used the Record Cards to record children's progress and to determine which small group games children would play.

May Visit

The third and final visit to field test teachers was made in early May, four to six weeks before the end of the school year. For one teacher, only one lesson was observed, because she had reached the end of the instructional program and had only one more lesson to teach. Of the remaining teachers, one had completed and the other two had nearly completed the visual skills. One teacher was about to begin instruction in Sound Blending, the final unit of the Sound Schedule, while the other two had not yet finished instruction in Sound Matching. One of these teachers felt she was behind because she had not scheduled program lessons during the three weeks prior to the Easter holiday. The other teacher indicated that she had looked ahead in the Schedule and she planned to skip to later activities because she felt her children were ready for them. On the second day of the observation she in fact did a variation of a Sound Blending activity. All teachers said that they allotted up to forty minutes a day to do Prereading Skills Program activities, and the observed lessons corroborated these statements.

In the May interview, answers to questions about use of the Prereading Skills Test and the management system were again taken as indicators of how well teachers understood the program. All four teachers were using the Prereading Skills Test for final evaluation of skill mastery. With regard to the management system, all four teachers liked the student Record Cards. One teacher said that she was using lists of children's names to supplement the management system; but she felt it would be more effective to take full advantage of the management system, although she had not accustomed herself to it. One teacher found the Record Cards so efficient that she had devised similar cards for use in other curriculum areas.

As part of the May interview teachers were asked to recommend what additional information about organizing small group games should be provided in future workshops and in the teacher materials for the Prereading Skills Program. No teacher made any suggestion, implying that they felt the information they had been given was sufficient.

POSTCARDS AND CONSULTATION RESPONSES

The comments on Prereading Skills Program materials and activities that continuing teachers submitted on the postcards bound in the Schedules and the teachers' statements in feedback sessions are too numerous to be listed in the context of this report. The type of information that these comments provided ranged from answers to specific questions about activities to general statements about the program. Specific questions pertained chiefly to materials and activities which had been revised since the previous field test.

At feedback meetings teachers were given the comment postcards they had sent in to remind them of their immediate reactions to activities and materials. Proposed revisions were discussed and teachers' opinions of them were documented. The program development staff used these notes as guidelines in deciding which proposed changes would be incorporated in the next edition of the Prereading Skills Program. These changes are discussed in the following chapter.

IV

OUTCOMES OF THE FIELD TEST

TEACHER TRAINING

The major outcome of the 1972-73 field test was the decision to reduce the preservice and inservice workshops to a single half-day preservice workshop. This change was suggested by an analysis of teachers' responses to all the questionnaires. Teachers had indicated that they were fairly confident that they could have used components of the Prereading Skills Program after only a two-hour introductory workshop, and thought they could have figured out how to organize small group games using just the information provided in the printed materials. Organization of small group game lessons had been the major item on the agenda of the one-half day inservice workshop. In addition to reducing the workshops, it was decided to supplement the teacher materials with more detailed information on how to use specific components of the program, including the use of the management system to organize small group game lessons.

Teachers' responses to questionnaires indicated that their confidence in their ability to use specific components of the program grew as they used the program. Table 7 shows the proportion of positive responses on each of the questionnaires.

TABLE 7

PROPORTION OF POSITIVE RESPONSES TO QUESTIONS CONCERNING SPECIFIC COMPONENTS OF THE PROGRAM

	Questionnaire			
	After preservice	After inservice	January	May
Proportion of responses on positive side of rating scale	.73	.61	.90	.90
Proportion of maximally positive responses	.48	.42	.65	.82

The table indicates that teachers left the preservice with a strong sense of readiness to begin using the Prereading Skills Program; that their confidence sagged after the inservice (when they were instructed in the procedures for small group game lessons); but that it rose and continued to rise as they continued using the program. This analysis suggests that the objective of the proposed two-hour workshop should be to give teachers enough confidence to begin using the program. The experiences reported by the 1972-73 field test teachers indicate that as teachers become familiar with the program, they have no problems with specific activities, assessment procedures, or grouping procedures and management of small group games.

A workshop agenda was therefore outlined which emphasized how to start the program and provided a brief overview of the entire instructional program. The proposed workshop would be organized around the following topics:

The Five Prereading Skills

Overview of the Instructional Program
- Teachers' Materials
- Visual Program
- Sound Program

Getting Started

Teachers' positive comments regarding their participation in the workshop indicated that some form of inservice manual or folder should be retained. Teachers also felt it was important to have a video presentation of children using Prereading Skills Program materials in a classroom; however, they felt that the quality of the video tape used in the fall 1972 workshop was not satisfactory.

ACTIVITIES AND MATERIALS

Information gathered from the continuing teachers, that is teachers who were using the Prereading Skills Program for the second year, indicated that the 1972-73 edition of the program contained none of the significant problems identified in the 1971-72 field test. As the teachers used the 1972-73 edition of the materials, they responded positively to all the revisions that had been made; however, analysis of teacher feedback did suggest changes which would further improve the program.

The proposed revisions of the materials fell into three categories: revisions to the teacher materials, revisions to the visual program, and revisions to the sound program. These changes are summarized below. Flow charts comparing the sequences of activities in the 1972-73 edition of the Prereading Skills Program to the sequences as they were revised for 1973-74 appear in Appendices I and J. Charts comparing the specific activities used to teach each skill in 1972-73 with the activities in the 1973-74 edition of the program appear in Appendix F.

Teacher Materials

Handbook. The Teacher's Handbook did not contain enough specific information to answer certain questions about program implementation.

In particular, the handbook did not contain enough detail about using components of the program for an incoming teacher who replaces a teacher leaving in the middle of the school year. Information in the handbook also had to be revised to reflect revisions in program activities and materials.

Schedules. To aid teachers in pacing the children through the sequences of activities, notes were needed on certain lesson pages to advise teachers whether children should be expected to have mastered an activity by that point and to indicate when to begin formally assessing them. Notes providing information on how to use children's Record Cards for small group game lessons needed to be restated.

Checkpoint pages which explain how to move children through the program and how to assign children to skill groups for individualized instruction were difficult to understand. It was decided to change the format of these pages.

Many teachers requested information on how to incorporate the program into learning centers. In response to these requests, it was decided to add Learning Center Summary pages to the Schedule. These pages would list the large group and small group activities to be completed within a period of 2-4 weeks, so that teachers could schedule the learning center activities appropriately.

Teacher's Resource File. No changes were needed in the Teacher's Resource File except to rewrite the description for any activity that was revised.

Children's Record Card. The design of the children's Record Card was successful; however, certain changes in format were recommended to make it more usable. In particular, the headings for each of the five skill areas were made more prominent, and shading was added to differentiate the sound skill area from the visual skill area.

Prereading Skills Test. For the three visual subtests of the Prereading Skills Test the format and directions used in 1972-73 were to be retained; however, specific test items were to be revised. It was decided that test items should be composed of real words or of sequences of letters that occur in real words. All new items would therefore be needed for both the Letter Order Test and the Word Detail Test. For the Letter Orientation Test it was decided that all of the alternatives for each item should be "orientation letters."

The 1972-73 version of the Sound Matching Test was judged unsatisfactory; a new format was needed that would relate more closely to the instruction given on this skill. For the Sound Blending Test, the format was satisfactory, but the directions and specific items needed revision. Charts showing the Prereading Skills Test items in 1972-73 and the revisions made in the Test for the 1973-74 edition of the program are included in Appendix G.

Visual Program

The principal change needed in the Visual Program was to revise the sequence of activities so that children who did not master Order or Orientation would still receive instruction in Word Detail.

The format of the Schedule was then changed to clarify the independence of skill groups for each of the visual skills. In the 1972-73

version of the Schedule, introductory Word Detail lessons appeared side by side with lessons for further work in Letter Order and Letter Orientation. This arrangement was meant to facilitate skill grouping by presenting lessons for three skill groups on a single page; however, teachers felt this format was impractical. The Visual Schedule was therefore revised so that only a single lesson appeared on a page; the pages of lessons for each skill formed a separate section in the Schedule book. Flow charts illustrating this revision of the Visual Schedule appear in Appendix I.

Although the sequence of units of instruction was changed, the content of the activities and materials used to teach each skill was only slightly modified. Charts comparing the activities used in 1972-73 with the revisions made for 1973-74 appear in Appendix G.

The 1972-73 Visual Program included several Visual Review Lessons to provide opportunities for children who had completed the sequences of instruction in all three visual skills to review these skills. The number of Visual Review Lessons was increased in the 1973-74 Visual Program and additional Practice Sheets for reviewing the visual skills were developed.

Sound Program

The greatest change made in the Sound Program after the 1972-73 school year was to develop additional Sound Matching activities for contrasting sounds at the beginning and end positions in a word, and for rhyming. In addition, instructional time spent on working with Letter-Sound Correspondences was increased, while time spent working with Sound-Picture Associations was reduced.

The number of Sound-Picture Associations introduced in the program was reduced from 28 to 20, while the number of Letter-Sound Correspondences introduced was increased from 12 to 14. In addition, a small group game to reinforce Letter-Sound Correspondences was developed and used in four variations. The Sound Blending unit was expanded, and small group games to teach rhyming and blending were developed.

Flow charts showing the sequence of activities in the Sound Program in 1972-73 and in 1973-74 appear in Appendix J. Charts comparing the activities and materials used in the 1972-73 Sound Program with those used in 1973-74 appear in Appendix G.

SUMMARY

The revision of the Prereading Skills Program on the basis of the comments by continuing teachers during the 1972-73 school year should make the program more effective in preparing children for reading instruction, as well as easier for the kindergarten teacher to use. The refinement of the preservice workshop should also facilitate teachers' use of the program.

V

CONCLUSION

This report has documented the data obtained by means of observations, questionnaires, and interviews during the 1972-73 field test of teacher training workshops for the Prereading Skills Program. This report has also documented the reactions of teachers who were using the program for the second time during the 1972-73 school year.

The field test of teacher training workshops showed that teachers could implement the program after participating in a day and a half of training sessions. Teachers' evaluations of these workshops indicated that the sessions could be further reduced to a single half-day workshop. The possibility of greatly reduced training sessions being effective suggested that training sessions could perhaps be eliminated altogether and that information about using the Prereading Skills Program could be given to teachers in some form of self-instructional package, perhaps with tape cassettes and an illustrated manual. It was decided that self-instructional teacher training materials would be developed in conjunction with the revision of the teacher training workshop, and that the two methods of preparing teachers to use the program would be evaluated in a future field test.

The reactions of teachers who during the 1972-73 school year were using the program for the second time showed that the revisions of activities and materials which had been made on the basis of the 1971-72 field test had made the program more effective as well as easier for the teachers to implement. Further refinements in specific activities and materials will be made to give teachers greater flexibility in using the program and to facilitate individualization of instruction, but the overall design and content of the program will remain.

During the summer of 1973, the Prereading Skills Program was revised to incorporate changes suggested during the 1972-73 field test. The revised version of the program was used during the 1973-74 school year by teachers in Wisconsin, Minnesota, and Illinois.

In 1973 a contract was signed between the Board of Regents of the University of Wisconsin and the Encyclopaedia Britannica Educational Corporation for the commercial publication of the Pre-Reading Skills Program. The commercial edition of the program is scheduled to be available in fall 1974. The Wisconsin Research and Development Center anticipates further field testing of teacher training techniques concurrent with the first year of commercial publication.

REFERENCES

Venezky, R. L., Green, M., & Leslie, R. Evaluation Studies of the Prereading Skills Program. Technical Report No. 311. Madison: Wisconsin Research and Development Center for Cognitive Learning, in press.

Appendix A

MEMORANDA OF AGREEMENT

MEMORANDUM OF AGREEMENT

BETWEEN

THE WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

AND

_____

The Wisconsin Research and Development Center for Cognitive Learning (Center) and the _____ (District) agree cooperatively to field test during the 1972-73 academic year the inservice component of Pre-reading Skills Program developed by the Center. The field test will be conducted in _____ School(s) with children in their first year of school (Kindergarten).

The Center will provide at no cost to the District:

1. Inservice to participating Kindergarten teachers consisting of one full day prior to use of the program, and a subsequent half day within the first two months of the school year. The inservice will be held in a mutually agreeable location, possibly outside the school district.
2. All instructional and assessment materials for participating Kindergarten teachers and their classrooms.
3. All materials required for the implementation and evaluation of the program.
4. Information as needed in response to questions concerning the revised materials or procedures. The school should recognize, however, that the purpose of the field test is to ascertain whether the inservice program provided the information needed to implement the program. If Center consultant services are required to any great extent, the field test could be considered unsuccessful.

The District will insure that the participating school(s):

1. Carry out instructional activities as prescribed in the teacher materials for a minimum of one and one-half hours per week with those children who have diagnosed weaknesses in the relevant skills.
2. Administer program embedded assessments, to record information related to pupil progress, and to provide such information to the Center.
3. Release the teacher(s) for not more than one full day prior to use of the program and one half day within the first two months of the school year to receive inservice training.
4. Allow the Center to visit the school(s) in order to collect data from Kindergarten teachers and to test their pupils for purposes of evaluation of the inservice. Such visits will occur no more than four times a year.
5. Permit the Center to collect data related to success of the participating Kindergarten children in reading during their second year in school.

C. The terms of this agreement shall be in force from the time it is fully executed through June 30, 1973, and will continue thereafter for one year subject to mutual agreement by the parties. In the event the parties mutually desire to continue the field testing of the inservice component of the Prereading Program beyond June 30, 1973, the parties will enter into discussions to effect a new agreement.

Agreed to:

William R. Bush, Deputy Director
Wisconsin Research and Development Center

Date

Agreed to:

Name

Date

MEMORANDUM OF AGREEMENT

BETWEEN

THE WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

AND

_____

The Wisconsin Research and Development Center for Cognitive Learning (Center) and the _____(District) agree cooperatively to continue field testing the instructional materials developed by the Center for the Prereading Skills Program during the 1972-73 academic year. This field test will be conducted in _____ with children in their first and second year of school.

A. The Center will provide at no cost to the District:

1. Revised instructional and assessment materials for participating Kindergarten teachers.
2. Information as needed in response to questions concerning the revised materials or procedures.

B. The District will insure that the participating schools(s):

1. Cooperate in the collection of criterion data principally with second year pupils. In this regard, participating teachers will respond to requests for information (no more than 4 times during the school year), allow no more than three classroom visits, and will administer a standardized test in April, 1973. In the case of first year pupils, data related to program revisions will be provided on an infrequent basis. Such data collection may require visits from Center personnel.
2. Share with the Center standardized readiness and reading test results obtained in the course of the District's testing program.
3. Apprise the Center of any differences in the 1971-72 and 1972-73 reading program for second year pupils, so that the impact of the Prereading Skills Program on learning to read can be adequately assessed.

Agreed to:

William R. Bush, Deputy Director
Wisconsin Research and Development Center

Date

Agreed to:

Name

Date

Appendix B

PRESERVICE WORKSHOP AGENDA AND MANUAL

AGENDA

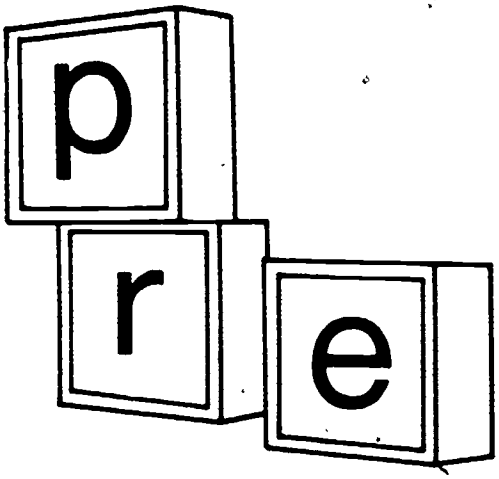
PREREADING SKILLS PROGRAM

First Inservice Session
Tuesday, August 29, 1972

8:45-9:15	Registration
	Welcome
	Introduction to the Prereading Skills Program
	The Five Prereading Skills
	Components of the Instructional Program
	Sound Activities
	Visual Activities
12:30	Lunch
1:15	Using the Schedule
	A Videotape Presentation of a Program Activity Period
	The Prereading Skills Test
	Participation in the Field Test
3:30	Summary

Inservice Staff:

Ms. Susan Pittelman
Ms. Marga Kamm
Mr. Ron Leslie



reading skills program

Manual

Introduction

The Prereading Skills Program is designed to diagnose and overcome deficiencies in prereading skills at the kindergarten level. This program was developed at the Wisconsin Research and Development Center and is a curriculum component of the Center's system of Individually Guided Education (IGE). The Prereading Skills Program has two elements: an instructional program which teaches five basic prereading skills, and a diagnostic test, the Prereading Skills Test, which evaluates the same five skills.

The instructional program consists of a variety of activities which include games, songs and stories; a management system, a schedule, a resource file, and a teacher's handbook. Although the instructional program includes large group activities, the major portion of the program consists of playing small group games with primary emphasis on groups arranged according to individual needs. The diagnostic test provides a way to identify each child's needs, and the test results serve as a basis for forming instructional groups.

Each kindergarten uses the program for an average of one hundred minutes per week; however, the individualization of the program and the emphasis on small group activities allow the teacher considerable flexibility in implementation.

The Five Prereading Skills

The selection of prereading skills for this program was based on more than five years of experimental research on the reading process and on learning to read. The underlying assumption that has evolved from this work is that reading is not a single skill, but a complex of skills which can be divided into simpler, component skills. Studies done in the development of this program have shown that these component skills can be reliably assessed shortly after a child begins kindergarten

and that skill deficiencies vary widely among children, thus implying that an individualized program is required for efficient instruction.

A skill had to meet two criteria before it was considered for emphasis in the program. First, the skill had to relate directly to learning to read, and second, it had to show a high correlation with reading success. If a skill met both criteria, research was done to find whether the skill was lacking in a sufficient number of kindergarten children to justify its inclusion and emphasis in the program. By these procedures five skills were selected for testing and instruction:

Visual Skills

1. Attention to Letter Order: on is not the same as no
2. Attention to Letter Orientation: n is not the same as u; p is not the same as q
3. Attention to Word Detail: make is not the same as male

Sound Skills

4. Sound Matching: both shoe and shell start with the sound sh; both jump and hop end with the sound p
5. Sound Blending: putting isolated sounds together to make a word: p + a + t = pat

Secondary skills the program teaches include the concepts of same/different, and the association of sounds first with pictures, then with letters. In addition, the children who use the program will acquire a small sight vocabulary of real words and will learn certain social behaviors, including working with other children in cooperative activities.

For each of the five basic skills the program contains a sequence of games and other instructional activities to lead children from a simple, concrete application of the skill to a more complex and abstract application. In Sound Matching, for example, children first learn to associate a sound with a picture. This picture serves as a prop for finding the particular sound in spoken words. After the children become familiar with the Sound Matching skill, the pictures are phased out and the children learn to match sounds without the picture clues.

Expected Outcomes

The most important outcomes expected of the program are that participating children will be ready to learn to read when they reach formal reading instruction and that they will experience little difficulty in acquiring initial reading skills. The more specific objectives are that the children will develop the following skills:

1. ability to match letters, letter strings, or printed words, taking into account the orientation and order of the letters and the full configuration of the words;
2. ability to match words on the basis of constituent sounds and to decide whether or not a given word contains a particular sound;
3. ability to blend sounds into real words, using letters as stimuli for the sounds.

In all these objectives, the major concern is to develop the child's understanding so that he can apply these skills to new situations.

History

The Prereading Skills Program was first tested in three Madison, Wisconsin kindergartens during the spring semester, 1970-71. All of the activities and teacher materials were then refined. A small scale field test was conducted during the 1971-72 school year in fourteen classrooms in Wisconsin and Illinois, including multiunit schools, rural (American Indian) schools, and urban inner-city schools. Using the information from this field test, program materials were then further refined. The field test this year includes classrooms that participated last year and new schools in Oconomowoc, Lake Geneva, and Milwaukee. Next year, after further refinements to the materials, a large-scale field test of the program will be conducted involving fifty to one hundred schools. Assuming that the program continues to achieve its objectives, a commercial version will be available throughout the United States for the 1974-75 school year.

The Field Test

One purpose of the 1972-73 field test of the Prereading Skills Program is to determine if teachers are able to implement the program on the basis of the information provided at the inservice meetings. To evaluate the inservice program, the Center ideally should provide no assistance to teachers beyond the inservice and should later observe classes from behind a one-way window. This is not only unrealistic, but it does not provide for the interaction that is needed to improve the inservice meetings.

Our plan therefore is to visit the field test schools infrequently (no more than three times), but for longer periods per visit than in previous years. The visit, for example, may last longer than one day. During the visit, we will observe classes and talk with teachers. The visits will be planned in advance so that they will be convenient for the teacher. In addition we will send two questionnaires to teachers during the school year to obtain their opinions of the effectiveness of the inservice meetings.

Finally, teachers will be asked to share information about their students' achievement in meeting the program's objective. The ultimate test of the program's implementation is of course the success of the students. Teachers are encouraged to call the Center collect (608-262-5866) for assistance and information concerning the field test.

COMMUNICATING WITH THE R & D CENTER

If you have any questions regarding the Prereading Skills Program, please contact any of the following :

Ms. Marga Kamm
Ms. Susan Pittelman
Mr. Ron Leslie
Research and Development Center
1404 Regent Street
Madison, Wisconsin 53706

need to replace materials or have questions about the quantities of materials you received, please contact:

Ms. Donna Narodick
Research and Development Center
1404 Regent Street
Madison, Wisconsin 53706

As of September 25, the address of the Research and Development Center will be 1025 W. Johnson Street, Madison, Wisconsin 53706.

Publications

If you would like any of the following reports related to the Prereading Skills Program, please write to the Wisconsin Research and Development Center, Attention: Ms. Donna Narodick.

Studies on Prereading and Reading

Calfee, R.C. & Venezky, R.L. Component skills in beginning reading. Technical Report No. 60. ix + 14 pp. July 1968.

This paper raises the question: What skills are required by current reading tests? The makeup of test items is such that ability to follow instructions and general language competence are common factors which enter significantly into performance on all subtests. The task of constructing tests to identify separable skills in language and intelligence is possible but difficult.

Calfee, R.C., Chapman, R.S., & Venezky, R.L. How a child needs to think to learn to read. Technical Report No. 131. x + 42 pp. July 1970. ED 146 627.

This report summarizes 1968-69 studies of component prereading skills of kindergartners. Working from the assumption that independent component skills might exist, four skill areas were selected for investigation on the basis of literature findings and a decoding model of reading: visual, acoustic-phonetic, letter-sound association, and vocabulary skills. A research strategy is presented for the development and validation of assessment tests in each area and the subsequent development and validation of training procedures. The research reported here is concerned with skill assessment in each of the areas.

Venezky, R.L. Letter naming and learning to read. Theoretical Paper No. 31. vii + 14 pp. October 1971.

For about two thousand years, educators assumed without question that learning the letter names in their proper sequence was a prerequisite for literacy. Learning the ABC's became synonymous with learning to read. But today there is disagreement over the value of early letter-name training. Some claim that it aids letter or word discrimination; some claim that it aids attaching sounds to letters; and some claim that it interferes with both of these tasks. This paper discusses the theoretical and experimental bases for each of these questions.

Venezky, R.L., Calfee, R.C., & Chapman, R.S. Skills required for learning to read: A preliminary analysis. Working Paper No. 10. vii + 18 pp. September 1968.

Three classes of skills required in the initial stages of learning to read are task skills, oral language skills, and letter-sound decoding skills. In this paper, these skill areas are discussed in relation to instruction and assessment.

Venezky, R.L. Non-standard language and reading. Working Paper No. 43. viii + 32 pp. September 1970.

This report discusses the problems encountered by children who do not speak standard English when they learn to read in the American school system. It discusses approaches for teaching reading to speakers of non-standard English, with special emphasis on the initial reading process and the language or dialect of the reading materials.

Development of the Prereading Skills Program

Venezky, R.L. & Chapman, R.S. An instructional program in prereading skills: Needs and specifications. Working Paper No. 78. xi + 55 pp. September 1970.

This paper presents the background, justification, and development plan for the Prereading Skills Program as it was initially conceived. Included are discussions on the extent of reading failure in America today and the various remedies now in use in the schools. Current knowledge about the reading process, the acquisition of reading ability, and prereading skills are outlined, and the criteria for selection of prereading skills are discussed.

Venezky, R.L., Chapman, R.S., Seegal, J., Kamm, M., & Leslie, R. The prereading skills program: evaluation of the first tryout. Working Paper No. 81. vii + 73 pp. December 1971.

From February through May of 1971, an initial version of a program to teach selected prereading skills was tried out in three Madison kindergartens. The three visual skills taught by the program were attention to letter order, letter orientation, and word detail. The sound skills taught were sound matching and sound blending. To facilitate the teaching of the two sound skills, children were taught to associate the individual sounds with pictures.

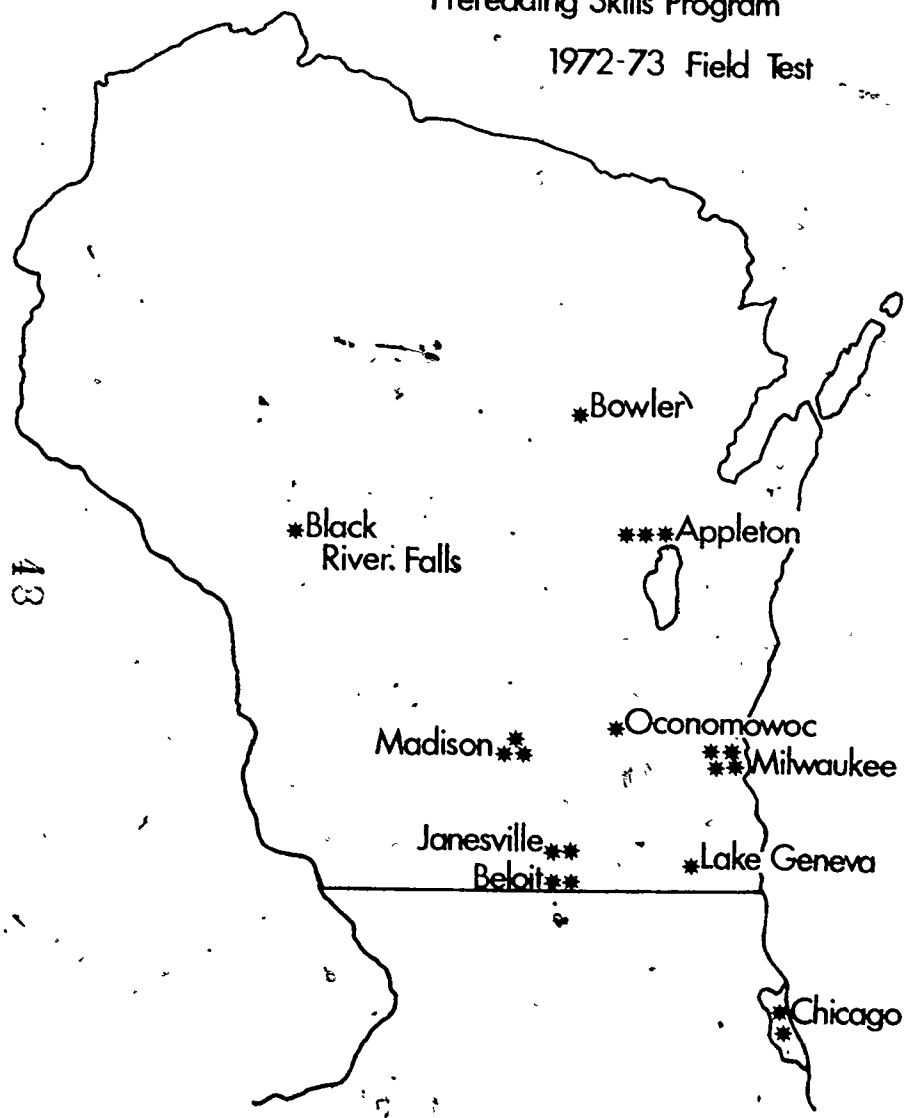
This paper summarizes the conditions of the Spring 1971 tryout, describes and evaluates the program components in detail, and suggests revisions for the 1971-72 full-year testing of the program.

Chapman, R.S. Report on the Fall 1970 version of the Wisconsin Basic Prereading Skills Test. Technical Report No. 179. ix + 27 pp. August 1971.

Chapman, R.S. Report on the February 1971 version of the Wisconsin Basic Prereading Skill Test. Technical Report No. 187. xi + 52 pp. December 1971.

These two reports discuss earlier versions of the Prereading Skills Test and give comparisons of skill mastery across different socio-economic levels.

ERIC



The Five Prereading Skills

Visual

- Letter Order
- Letter Orientation
- Word Detail

Sound

- Sound Matching
- Sound Blending

9
11-14
63

SOUND PICTURE STORY I
f,ō,s,m

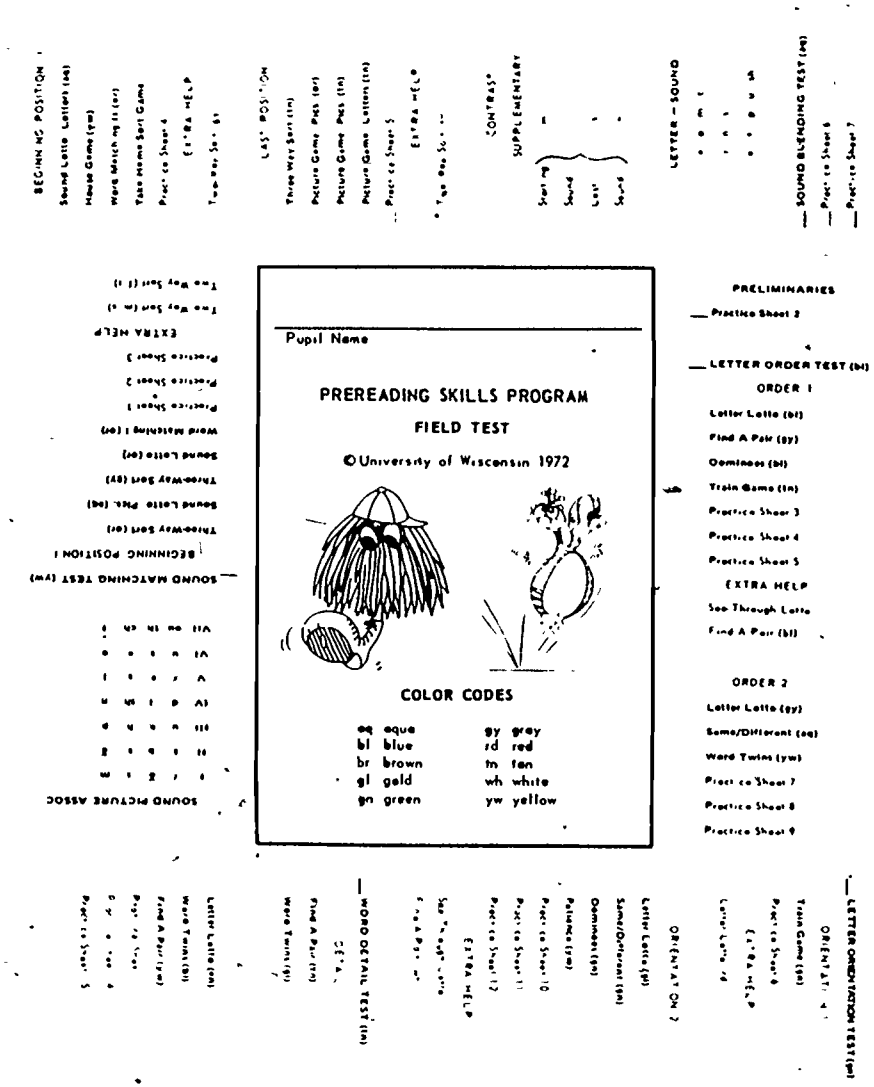
Then

10
11-14
64

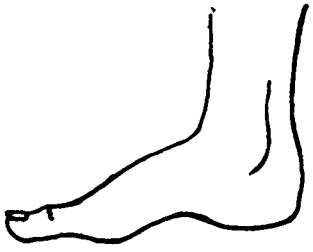
THE SOUND SONG
Verse I

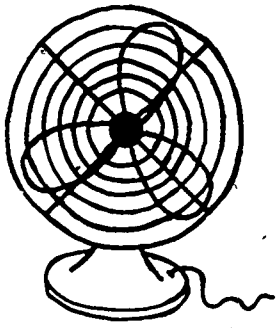
There is a tape recording of The Sound Song so that you can hear the correct pronunciation of the sounds before you teach them to the children.

Children will begin earning their copies of Sound Picture Cards for Verse I on page 16.



fan

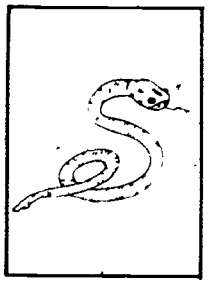


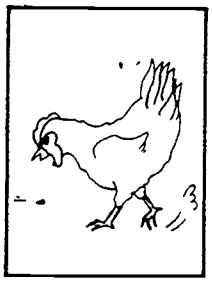


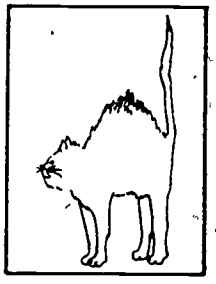
Draw a line from the sound picture to the picture that starts with that sound.

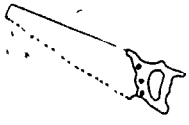
Sound Practice Sheet 1
Beginning Position

Name _____



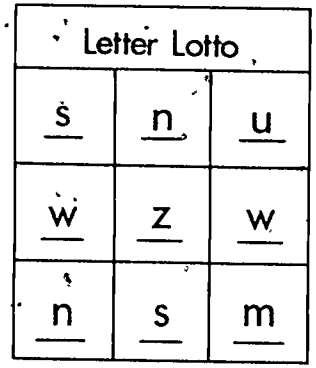


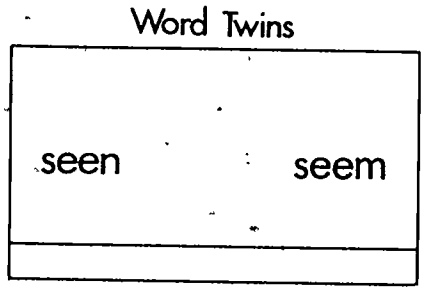


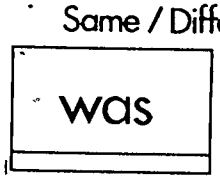


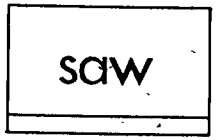
Fill in the name of the correct skill under each game:

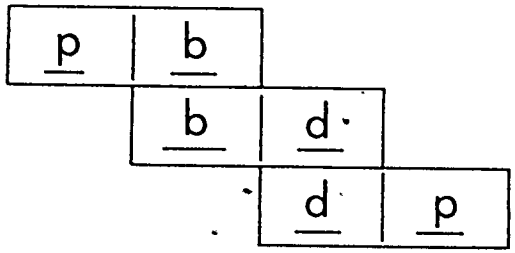
Letter Order
Letter Orientation
Word Detail









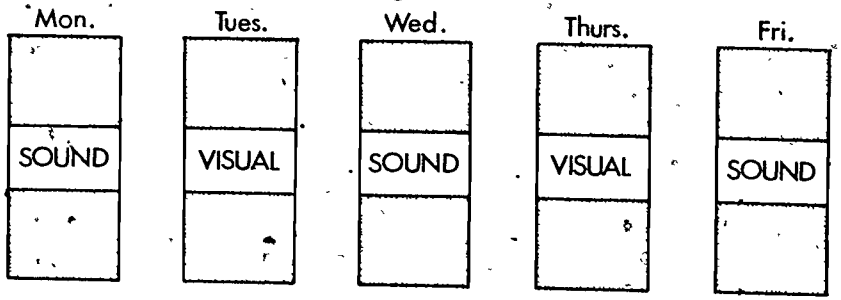


Write in the name of the appropriate skill next to each example:

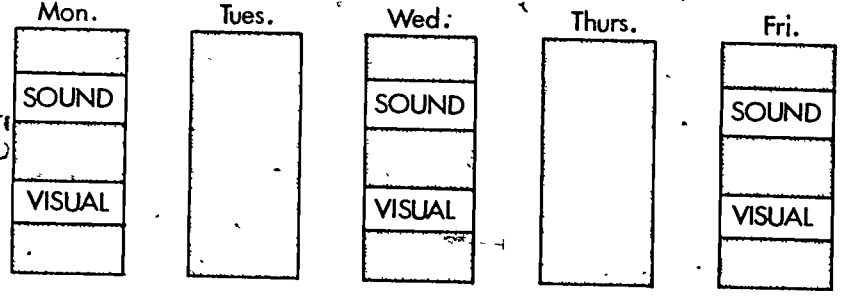
Letter Order
Letter Orientation
Word Detail
Sound Matching
Sound Blending

1. p is different from q _____
2. f + a + n is fan _____
3. saw is different from was _____
4. sand is different from send _____
5. pit and rat end with the same sound _____

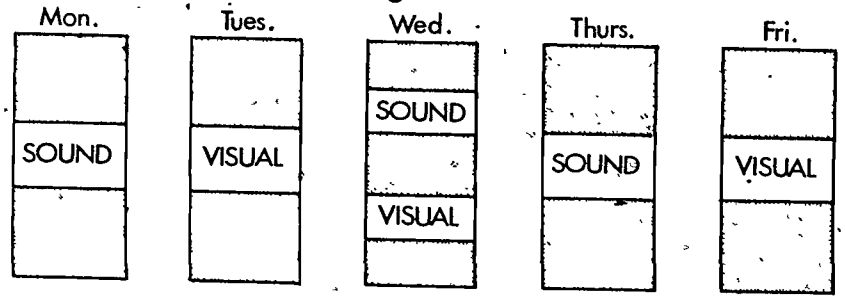
Scheduling Alternative 1



Scheduling Alternative 2



Scheduling Alternative 3



Lesson Plans

	Grade / Subject	Grade / Subject	Grade / Subject
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Circle one:

Letter Order (blue)
Letter Orientation (green)
Word Detail (brown)
Sound Matching (yellow)
Sound Blending (aqua)

PREREADING SKILLS TEST SCORESHEET

Key
/ = correct response
0 = incorrect response

Child's Name	Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Mastery[1] ✓

[1] Mastery is 14 or more items correct.

19

PREREADING SKILLS POSTTEST INFORMATION FORM

Teacher _____

Key
✓ Mastery
0 Non-mastery

Child's Name	Letter Order		Letter Orientation		Word Detail		Sound Matching		Sound Blending	
	Date	Results	Date	Results	Date	Results	Date	Results	Date	Results

Appendix C

AGENDA FOR INSERVICE WORKSHOP

Agenda

PREREADING SKILLS PROGRAM

Second Inservice Session
Thursday, September 28, 1972

11:30	Welcome
	Feedback Session
	Lunch
	Checkpoints in the Visual Schedule
	Simulation: Using the Record Cards
	Checkpoints in the Sound Schedule
3:45	Summary

Appendix D

QUESTIONNAIRES FOR EVALUATION OF TEACHER TRAINING

[PRESERVICE WORKSHOP QUESTIONNAIRE]

PREREADING SKILLS PROGRAM

FIELD TEST

1972-1973

Please respond to the following questions in order to help us in planning future inservice sessions.

1. Do you feel ready to begin using The Prereading Skills Program?

NO				YES
1	2	3	4	5

2. Do you think you understand the Five Prereading Skills?

NO				YES
1	2	3	4	5

3. Please indicate how confident you feel about using each of the following components of the program:

	SCARED				CONFIDENT
Teacher's Resource File	1	2	3	4	5
Schedules	1	2	3	4	5
Prereading Skills Test	1	2	3	4	5
Using the Record Card to record Sound Pictures and Visual Practice Sheets	1	2	3	4	5
Sound Picture Activities (The Sound Song, Sound Picture Stories)	1	2	3	4	5

4. Please rate the inservice program on the following characteristics:

	POOR				GOOD
Clarity	1	2	3	4	5
Informativeness	1	2	3	4	5
Pace	1	2	3	4	5
Interest Level	1	2	3	4	5

5. What parts of today's program would you retain and what parts would you improve? (E.g., was there too much lecture, too much audio-visual material, enough participation, etc.?)

Retain:

Improve (please explain):

PREREADING SKILLS PROGRAM
FIELD TEST
1972-1973

Please respond to the following questions in order to help us in planning future inservice sessions.

1. Please indicate how confident you feel about each of the following components of the program:

	Scared				Confident
Teacher's Resource File	1	2	3	4	5
Schedules	1	2	3	4	5
Prereading Skills Test	1	2	3	4	5
Using the Record Card to record Sound Pictures and Visual Practice Sheets	1	2	3	4	5
Sound Picture Activities (The Sound Song, Sound Picture Stories)	1	2	3	4	5
Using Record Cards to assign children to Order games	1	2	3	4	5
Using Record Cards to assign children to the three Different Visual Skills	1	2	3	4	5
Using Record Cards to assign children to Sound Matching activities	1	2	3	4	5
Using Checkpoints	1	2	3	4	5

2. Please rate the second inservice session on the following characteristics:

	Poor				Good
Clarity	1	2	3	4	5
Informativeness	1	2	3	4	5
Pace	1	2	3	4	5
Interest Level	1	2	3	4	5

3. What parts of today's program would you retain and what parts would you improve? (E.g., was there too much lecture, was there too much time on record cards, enough participation, etc.?)

Retain?

Improve (please explain):

4. Use the following chart to indicate your opinion of the amount of emphasis we placed on each of the agenda items. A copy of the agenda from the first day is attached.

Agenda Item	Proper emphasis	More emphasis needed	Less emphasis needed
The Five Prereading Skills			
Components of the Instructional Program			
Sound Activities			
Visual Activities			
Using the Schedule			
A Videotape Presentation of a Program Activity Period			
The Prereading Skills Test			
Participation in the Field Test			
Checkpoints in the Visual Schedule			
Simulation: Using the Record Cards			
Checkpoints in the Sound Schedule			

5. Would you rearrange the sequence of the agenda items? That is, should the videotape have been shown on the second inservice session? Use the attached agenda and the following chart to indicate your opinion.

Agenda item	Properly sequenced	Should occur earlier	Should occur later
The Five Prereading Skills			
Components of the Instructional Program			
Sound Activities			
Visual Activities			
Using the Schedule			
A Videotape Presentation of a Program Activity Period			
The Prereading Skills Test			
Participation in the Field Test			
Checkpoints in the Visual Schedule			
Simulation: Using the Record Cards			
Checkpoints in the Sound Schedule			

[JANUARY 1973, QUESTIONNAIRE]

PREREADING SKILLS PROGRAM

FIELD TEST

1972-1973

Please respond to the following questions in order to help us determine the best way of preparing teachers to use the program. Return the form in the enclosed pre-addressed envelope.

1. Please indicate how confident you feel about using each of the following components of the program:

	Scared				Confident
Teacher's Resource File	1	2	3	4	5
Using the Sound Schedule to plan lessons	1	2	3	4	5
Using the Visual Schedule to plan lessons	1	2	3	4	5
Prereading Skills Test	1	2	3	4	5
Record Cards: to record Sound Pictures and Practice Sheets	1	2	3	4	5
to assign children to Order games	1	2	3	4	5
to assign children to the three Different Visual Skills	1	2	3	4	5
to assign children to Sound Matching games	1	2	3	4	5
Teaching the Sound Picture Stories and the Sound Song	1	2	3	4	5
Using Checkpoint pages in the Schedules	1	2	3	4	5

2. The following items were discussed at the inservice meetings. Use the following chart to indicate your opinion of the amount of information given to each item.

Subject	Right amount of detail	More detail needed	Less detail needed
The Five Prereading Skills			
Resource Files			
Using the Schedules to plan daily lessons			
Sound Games			
Visual Games			
Using the Record Cards to assign children to small group games			
Managing small group game days in the classroom (including a videotape presentation of a program activity period)			
The Prereading Skills Test			
Checkpoints in the Sound and Visual Schedules			

3. To avoid the inconvenience of having teachers released and requiring them to travel to a central location, we are considering replacing the inservice meetings with a series of cassette recordings and an illustrated training manual. For example, there might be cassettes dealing with the following topics:

Introduction to The Prereading Skills Program and The Five Prereading Skills

The Schedules and the Teacher's Resource File

The children's Record Cards

The Prereading Skills Test

In your opinion, would a training program including self-instructional cassettes and a manual be successful? If you think not, why not?

If you had been provided with a cassette inservice program, do you think you could use the Prereading Skills Program with as much confidence and understanding as you do now?

Is there anything important that you feel cannot be conveyed by cassettes?

4. Suppose that the inservice program had been only a two-hour meeting at which you were given an overview of the Prereading Skills Program and five skills, introduced to the Resource File and Schedules, and shown how to begin the Sound and Visual Preliminaries. Is there enough information in the Schedules and Handbook that you could have begun the program?

Is there enough information that you could have figured out how to assign the children to small group games when you came to them?

[MAY 1973, QUESTIONNAIRE]

PREREADING SKILLS PROGRAM

FIELD TEST

1972-1973

Please respond to the following questions in order to help us determine the most effective means of training teachers to use the program. Return the form in the enclosed pre-addressed envelope.

1. The Sound Blending skill was only briefly introduced at the inservice meetings. Please indicate how confident you now feel about using each of the following components of the program to teach Sound Blending:

	Scared				Confident
Teacher's Resource File	1	2	3	4	5
Using the Blending Schedule to plan lessons	1	2	3	4	5
Sound Blending Test	1	2	3	4	5
Record Cards: to record Letter-Sound Correspondences	1	2	3	4	5
to record Practice Sheets	1	2	3	4	5
to assign children to activities on Visual Review Days	1	2	3	4	5

2. Please indicate how confident you feel at this time about using each of the following components of the program:

	Scared				Confident
Teacher's Resource File	1	2	3	4	5
Using the Sound Schedule to plan lessons	1	2	3	4	5
Using the Visual Schedule to plan lessons	1	2	3	4	5
Prereading Skills Test	1	2	3	4	5
Record Cards: to record Sound Pictures and Practice Sheets	1	2	3	4	5
to assign children to Order games	1	2	3	4	5
to assign children to the three Different Visual Skills	1	2	3	4	5
to assign children to Sound Matching games	1	2	3	4	5
Teaching the Sound Picture Stories and the Sound Song	1	2	3	4	5
Using Checkpoint pages in the Schedules	1	2	3	4	5

3. Suppose that the inservice program had been only a two-hour meeting at which you were given an overview of the Prereading Skills Program and five skills, introduced to the Resource File and Schedules, and shown how to begin the Sound and Visual Preliminaries. Given the instructions included in the Teacher's Handbook, the Schedule, the Test Administrator's Manual, and the Resource File, please indicate for each of the following components of the program whether you would have been able to implement the program after a two-hour workshop.

	No				Yes
Teacher's Resource File	1	2	3	4	5
Using the Sound Schedule to plan lessons	1	2	3	4	5
Using the Visual Schedule to plan lessons	1	2	3	4	5
Prereading Skills Test	1	2	3	4	5
Record Cards:					
to record Sound Pictures and Practice Sheets	1	2	3	4	5
to assign children to Order games	1	2	3	4	5
to assign children to the three Different Visual Skills	1	2	3	4	5
to assign children to Sound Matching games	1	2	3	4	5
Teaching the Sound Picture Stories and the Sound Song	1	2	3	4	5
Using Checkpoint pages in the Schedules	1	2	3	4	5

4. Suppose that the Prereading Skills Program materials had included a series of the cassette recordings and an illustrated training manual. For example, there would have been cassettes dealing with the following topics:

(a) Introduction to the Prereading Skills Program and the Five Prereading Skills

(b) The Schedules and the Teacher's Resource File

(c) The children's Record Cards

(d) The Prereading Skills Test

Would you have listened to the recordings?

	Yes	No
(a)		
(b)		
(c)		
(d)		

At any point in the program did you feel a need for further information which could have been provided by cassettes?

If an inservice meeting covered only four aspects of the Prereading Skills Program, what four things would you suggest be included?

IF YOU DID NOT COMPLETE ALL THE SKILL UNITS, PLEASE ANSWER QUESTIONS 2-9. IF YOU FINISHED ALL THE SKILL UNITS, PLEASE ANSWER QUESTIONS 4-9.

2. Did you expect to finish the program with the majority of the children in your class?

3. What do you think were the primary reasons that you didn't finish the program?

4. Could the schedule be altered to better fit the needs of your class? Should any units have been shortened or lengthened? (Refer to sequence charts.)

5. On approximately what date did you complete the program or stop doing activities?

6. Are there too many or not enough opportunities for testing in the Schedule?

7. In the 1971-72 field test, there were two variations of the Prereading Skills Test booklet. This year there was a single version. Did you feel a need for a second version of the test so that children do not become too familiar with the test items?

8. If the schedule included an option for having the children play the small group games in learning centers, do you think you would use that approach rather than having all the children play games at the same time?

9. Did you have interest centers or learning centers in your classroom this year?

[END-OF-YEAR QUESTIONNAIRE]

Name _____

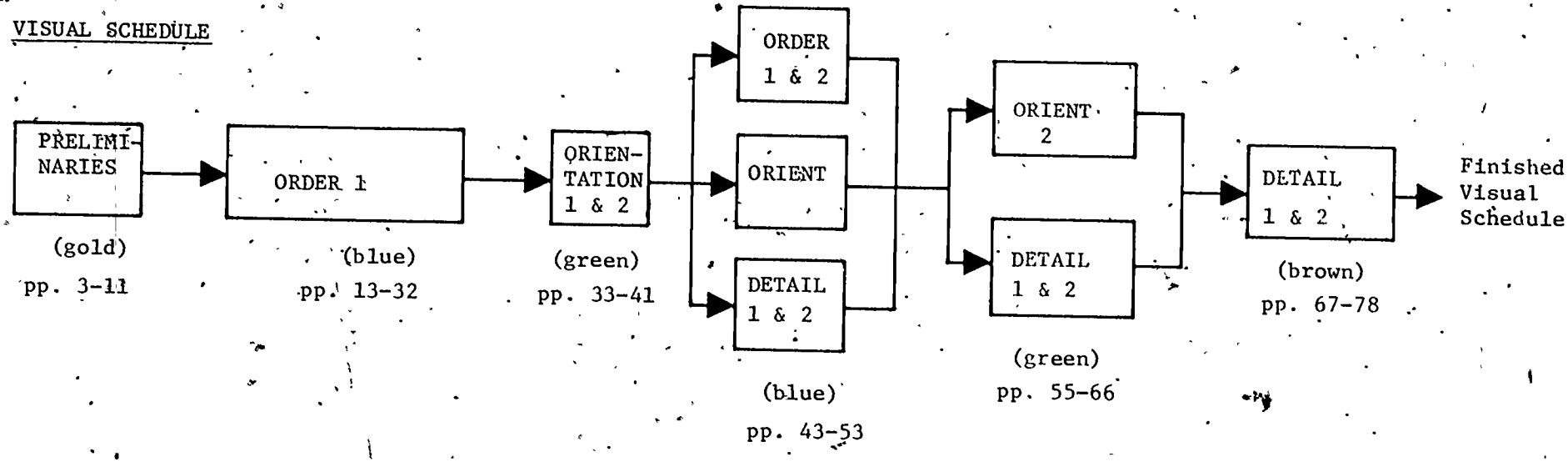
School _____

Date _____

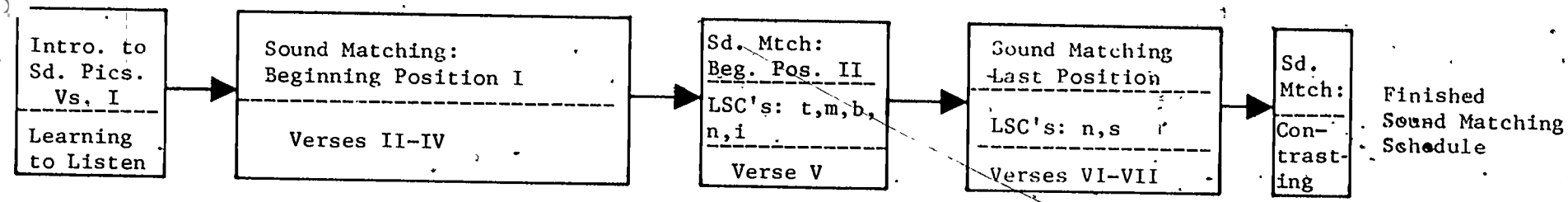
Prereading Skills Program
1972-73 Field Test

1. Please mark each unit of the Schedule that you completed with the majority of the children in your class. If you stopped in the middle of a section, indicate the point where you stopped.

VISUAL SCHEDULE



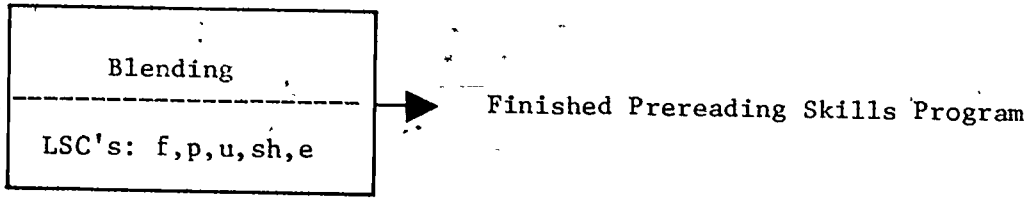
OUND MATCHING SCHEDULE



(orange) (yellow) (yellow) (yellow) (yellow)

pp. 3-12 pp. 13-43 pp. 45-59 pp. 61-78 pp. 79-85

SOUND BLENDING SCHEDULE



(aqua)

pp. 1-22

Appendix E

OBSERVATION REPORTS AND INTERVIEW FORMS
FOR EVALUATION OF TEACHER TRAINING

[NOVEMBER 1972]

OBSERVATION REPORT

Teacher _____ a.m./p.m. School _____

Date _____

Observer _____

Schedule and page _____

No. of kindergarten children present _____

Are there aides (mother, older child)? _____

(brief outline of lesson with times indicated)

_____ Time lesson starts

_____ Time lesson ends

Did the teacher follow the procedure on the Resource File Card(s)?

Did she use all the material listed? ✓

If not, did the variation fulfill the purpose expressed on the Resource File Card?

Did the teacher do all the activities listed on the schedule page?

If small group games were scheduled, did the teacher use the ✓

(1) lesson plan suggested in the schedule

(2) Record Cards

(3) Grouping Cards

Is there any evidence that the teacher is using the program to meet the needs of students at varying levels of mastery or varying learning rates?

How do the children respond to the activities?

Do the children demonstrate an understanding of the classroom organization procedure for small group games?

Teacher _____ School _____

Date _____ Observer _____

INTERVIEW FORM

1. How did your lesson go today?

2. How do you allocate time between the Visual Schedule and the Sound Schedule?

   Use program how many days/week? _____

   How much time/day? _____

3. Where are you in each schedule?

   Visual p. _____

   Sound p. _____

4. Are you following the Schedules?

   Have you skipped any activities?

5. Do you have an aide? (what kind)

6. Record Cards

   a. Do you record information on the Record Cards (notch, record scores, make notes)?

   b. Do you use the Record Cards to help you group the children:

      to prepare for lesson?

      during lesson? (passing out and collecting)

7. What percent of the children are using the Prereading Skills Program?

8. Prereading Skills Test

   Has the test been given? _____

   If so, which subtests and to how many children?

8. (cont.)

How were these children selected?

How have you used the test results? (look for instructional and procedural uses)

9. Is there anything you are having trouble with? (e.g., activities too long? too many activities on a page? Children having trouble with any particular game or Sound Picture Association?)

10. Your opinion on selected activities.

visual

p. 14 OBJECT MATCHING GAME (15)

Did children have trouble transferring to side-by-side format?

10. (cont.)

p. 24 TRAIN GAME (26)

Did you send letter home?

If so, did you change it?
(May I have a copy?)

p. 26 PRACTICE SHEET (4)

Did you notch the Record Cards?

Did you have the children stay together or work independently?

sound

p. 21 INTRODUCTION OF e (24)

Sound Picture (32)

REINFORCING ACTIVITY (25)

Musical Cards

SOUND MATCHING ACTIVITY (26)

Was there too much to do on this day?

p. 23 EARNING SOUND PICTURES (66a,b)

What activity did you choose?

Did you send home the letter?

If so, did you change it?
(May I have a copy?)

10. (cont.)

p. 25 INTRODUCTION OF SOUND LOTTO (82)

Children play SOUND LOTTO AND THREE-WAY SORT (81)

How did it go? (self-check on Three-Way Sort)

11. Have you had any feedback from parents?

OBSERVATION REPORT

Teacher _____ a.m./p.m. School _____

Date _____

Observer _____

Schedule and page _____

No. of kindergarten children present _____

Are there aides (mother, older child)? _____

(brief outline of lesson with times indicated)

_____ Time lesson starts

_____ Time lesson ends

OBSERVATION (cont.)

Did the teacher follow the procedure on the Resource File Card(s)?

Did she use all the materials listed?

If not, did the variation fulfill the purpose expressed on the Resource File Card?

Did the teacher do all the activities listed on the schedule page?

If small group games were schedules, did the teacher use the

(1) lesson plan suggested in the schedule

(2) Record Cards

(3) Grouping Cards

Do the children demonstrate an understanding of the classroom organization procedure for small group games?

Is there any evidence that the teacher is using the program to meet the needs of students at varying levels of mastery or varying learning rates?

How do the children respond to the activities?

VISIT WITH FIELD TEST TEACHERS

INTERVIEW FORM

1. Are all the children still using the Prereading Skills Program?

2. Allocation of time betw. Sd. & Vis.
   Do you still do it the same way (refer to Nov. visit report)?
   How much time/day?
   Do you think this is too long?
   Do you have an aide? (what kind)

3. Schedules
   a. Do you sometimes need to combine sched. boxes or postpone an activity in a box to the next day?
   b. Are there some activities which you felt you could skip or which should be left out?

4. Record Cards
   a. Do you like having Record Cards?
      notching
      recording scores
      making notes
   b. How do feel abt not having holes next to Sd. Pract. Shts, Es. Help Vis. Pract Shts?
   c. Do you think the notching criteria for the Vis. Pract. Shts are reasonable?
   d. Do you use the Record Cards to help you group the children?
      prepare for lessons?
      during lesson? (passing out and collecting)

5. Prereading Skills Test
   a. Were you confused abt whether or not you had to test?
   b. Did you test?
   c. Who did the testing?
   d. How many children took each subtest?
      Order_____, Orient_____, Detail _____, Sd Mtch _____
   e. How were these chdrn selected? (acc. to Checkpt.3?)

6. Where are you in the Schedules?
   Sd_____
   Vis_____

7. How did you organize your class for the vis. activities?
   a. Number of chdrn working on Order _____, Orient _____, Detail _____?
   b. Do chdrn working on Orient and Detail listen in on the lg grp activity for Order, or do they start their games? (or other follow-up question)

8. Small grp games
   How do you organize class--how do you think today's lesson went?
   Use of grping cards (always, or just for today?)
   Clip to each R.C. or to bunch?
   Kids get own materials? put matls away?

9. Opinion on selected activities.
   a. Was the unit on Order too long?
   b. Was the unit on Orient abt the rt length?

c. Visual activities

p. 35 SAME/DIFFERENT DIRECTION GAME 42
"ARE THEY THE SAME DIRECTION?". 43

Some tchrs felt there were too many examples. Did you use all the objects (prs. of objs) suggested?
Worthwhile to spend a day on this concept?

p. 38 Looks like a lot--was it? What did you do?
DOMINOES, LOTTO--did the chdrn remember how to play?
Did you have any chdrn play SAME/DIFFERENT?
Did any chdrn need to play red Lotto (Orient 1)? (Look at Record Cards)

d. Sound activities

pp. 42 & 43
Were enough game days sched. by Checkpt 2?
How many kids who just couldn't get it? (Look at Record Cards)
Extra Help
On card 88, which suggestions used? which most helpful? any other suggestions?
Should there have been more Ex. Help Days?

pp. 36, 40
SOUND PRACTICE SHEETS 2 & 3
What should be notching criteria? (Look at Record Cards, see how kids did)
Need Class Charts?

p. 38 SOUND PICTURE STORY IV 39
d, i, sh, n
Was it too long?
Did chdrn have difficulty w/ any of the assoc?
Were chdrn able to earn their cards?

p. 42 EARNING SOUND PICTURE CARDS 66a,b
Verse IV
What activity did you choose?

p. 47ff. How is intro. of letters going?

OBSERVATION REPORT

Teacher _____ a.m./p.m. School _____

Date _____

Observer _____

Schedule and page _____

No. of kindergarten
children present _____

Are there aides
(mother, older child)? _____

(brief outline of lesson with times indicated)

_____ Time lesson starts

_____ Time lesson ends

Did the teacher follow the procedure on the Resource File Card(s)?

Did she use all the materials listed?

If not, did the variation fulfill the purpose expressed on the Resource File Card?

Did the teacher do all the activities listed on the schedule page?

If small group games were scheduled, did the teacher use the

(1) lesson plan suggested in the schedule

(2) Record Cards

(3) Grouping Cards

Do the children demonstrate an understanding of the classroom organization procedure for small group games?

Is there any evidence that the teacher is using the program to meet the needs of students at varying levels of mastery or varying learning rates?

How do the children respond to the activities?

Are there any Prereading Skills Program materials on display in the room (Sound Picture Cards, Letter-Sound Cards)?

Appendix F

INTERVIEW QUESTIONS

[MAY 1973]

Teacher _____

School _____

Dates _____

Interviewer _____

INTERVIEW FORM

General

1. Are all the children still using the Prereading Skills Program?

2. Allocation of time between Sd. & Vis.
   Do you still do it the same way (refer to Feb. visit report)?
   How much time/day?
   Do you think this is too long?
   Do you have an aide? (what kind)

3. Where are you in the Schedules?
   Sd _____
   Vis _____

4. Record Cards
   a. How do you use the Record Cards?
      notching
      recording scores
      making notes
   b. Any suggestions for improving the Record Cards?

Visual Program

1. How do/did you organize your class for the vis. activities?
   a. Number of children working on Order ____, Orient ____, Detail ____?
   b. How do you organize a day's activities?

2. Small group games
   a. What else should we tell teachers about organizing small group games? Have you thought of other options we could give?
   b. Grouping Cards--useful? need fewer? package with each game?

3. Practice Sheets--how have children been doing?

4. Schedule
   a. Up to the point where you are now, did you sometimes need to combine schedule boxes or postpone an activity in a box to the next day?
   b. Were there some activities which you felt you could skip or which should be left out?

5. Prereading Skills Test
   a. Did you test?
   b. Which children?
   c. When (at what point in Schedule)?
   d. Who did the testing?
   e. How many children took each subtest?
      Order _____, Orient _____, Detail _____

6. Organization of the visual skills
   a. What did you think of the sequencing of the skills--Order, Orient, then all 3?
   b. How many children still needed to work on Order? Did you need all the Order 2 games (variety, quantity)?
   c. When you taught Detail, was it a problem to decide how to give out the games--who would play Detail 1, who Detail 2? Did you feel you needed more different kinds of games? more quantity?

7. Visual Review (for teachers who have completed Visual Schedule) Do you do anything with the visual skills material now?

Sound Program

1. Schedules
   a. Up to the point where you are now, did you sometimes need to combine schedule boxes or postpone an activity in a box to the next day?
   b. Were there some activities which you felt you could skip or which should be left out?

2. Prereading Skills Test
   a. Did you give the Sound Matching Test?
   b. Which children?
   c. How many children?
   d. When?
   e. Who did the testing?
   (Reminder: must give test by end of year and record results on Posttesting Information Form.)

3. Beginning Position
   Do you think the children had enough experience in Beginning Position Sound Matching before they went on to Last Position?

4. Last Position
   a. Picture Game--could you figure out how it worked with Sound Pictures, then letters?
   What did you think of having two variations? Was it too much of the same game?
   b. Are children catching on to the Last Position? Do you feel there are enough days in this section of the Schedule?

5. Contrasting
   a. Starting Sound/Last Sound
   How did it go in large group?
   Did you have children play individually?
   Should it be required for every child, or is it too hard?
   b. Take-Home Word Matching
   Did the kids enjoy it?
   Any difficult pictures?
   Did you use/change Letter to Parents?

6. Blending
   Did you pretest?
   Which kids?
   How many?
   Who did the testing?
   Results?
   Were beginning activities too easy?
   How do you organize class for blending?

APPENDIX G

COMPARISON OF PROGRAM ACTIVITIES IN 1973 AND 1974

Charts listing the activities used to teach the five prereading skills in 1972-73 and showing how they compare with revisions made for 1973-74 appear on the following pages. Activities listed next to each other are generally the same and have the same objectives, although in some cases, the title of the activity was changed or new materials were added. A blank in the 1972-73 column indicates that a new activity was added in 1973-74; a blank in the 1973-74 column indicates that an activity was deleted and not replaced by an equivalent activity.

VISUAL PRELIMINARIES

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Matching Faces The Matching Game: Faces Matching Shapes The Matching Game: Shapes Move It to Prove It: Shapes Letters are Special Shapes Move It to Prove It: Letters Remember	Matching Faces Face Matching Game Move It to Prove It: Shapes (Part I) Matching Shapes Shape Matching Game Move It to Prove It: Shapes (Part II) Remember Letters are Special Shapes Move It to Prove It: Letters (Part I) Move It to Prove It: Letters (Part II) What Is Changed? Pointing Game Set Matching Game Flannelboard: Preliminaries	The same/different concept is extended to include sets of letters. To allow for this additional instruction, the unit is extended from 8 lessons to 13 lessons. Two Extra help lessons (to be used if children need them) are also added.
Small group games	All of the preliminary lessons are large group activities.		
Practice sheets and Class charts	2 Practice sheets 2 Class charts	3 Practice sheets 2 Class charts	

LETTER ORDER

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	The Pointing Game Object Matching Game: Order Touch-In-Order Object Memory Game Flannelboard: Ordered Shapes Find A Pair: Shapes Flannelboard: Ordered Shapes and Letters Chalkboard: Letter Pairs Names are Made of Ordered Letters Chalkboard Practice	<u>Introductory Unit Activities</u> Set Matching Game: Order Touch in Order Object Memory Game (Parts I & II) Flannelboard: Ordered Shapes Find A Pair: Shapes Flannelboard: Ordered Shapes and Letters Chalkboard: Letter Pairs Names are Made of Ordered Letters (Parts I & II) <u>"Return to Order" Unit Activities</u> Follow the Arrow Double Choice Find A Pair: Order Draw A Line: Order Flannelboard: Ordered Letters Triple Choice Find A Pair: Order	The introductory lessons for Order are basically unchanged. A few new large group activities were developed for the "Return to Order" section of the instructional sequence.
Small group games	Letter Lotto: Order 1, 2 Find A Pair: Order 1 Dominoes: Order 1 Same/Different: Order 2 Word Twins: Order 2 See-Through Lotto (Extra help) Find A Pair: Shapes (Extra help)	Letter Lotto: Order 1, 2 Find A Pair: Order 1 Dominoes: Order 1 Same/Different: Order 2 Word Twins: Order 2 See-Through Lotto (Extra help) Find A Pair: Shapes (Extra help)	No changes.
Take-home games	Train Game: Order 1 Take-Home Word Twins	Train Game: Order 1 Space Game: Order 1 and 2	A new take-home game with board-and-cards format substitutes for Word Twins, which had been difficult for children to play.
Practice sheets and Class charts	8 Practice sheets 3 Class Charts	4 Practice sheets 4 Return to Order Practice Sheets 2 Class charts	There are the same number of Practice sheets but fewer Class charts.

LETTER ORIENTATION

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Introductory Unit Activities Same/Different Direction Game Are They the Same Direction? Some Letters Are Funny Does It Match? Move It to Prove It: Orientation Patience Draw A Line	Introductory Unit Activities Same/Different Direction Game Are They the Same Direction? Some Letters Are Funny Does It Match? Move It to Prove It: Orientation (Part I) Letter Matching: Orientation Patience "Return to Orientation" Unit Activities Arrow Choice Move It to Prove It: Orientation (Part II) Draw A Line	The introductory lessons for Orientation are basically unchanged. Two new activities were developed for the "Return to Orientation" section of the instructional sequence.
Small group games	Letter Lotto: Orientation 1, 2 Dominoes: Orientation 2 Same/Different: Orientation 2 Patience: Orientation 2 See-Through Lotto (Extra help)	Letter Lotto: Orientation 2 Dominoes: Orientation 2 Same/Different: Orientation 2 Patience (played only by children doing very well) See-Through Lotto (Extra help) Find A Pair: Orientation 1 (Extra help)	There is one Orientation 1 game fewer for all children to play, but an Extra help Orientation 1 game is added for children having difficulty. Patience, a game involving a great deal of visual memory, is made optional for children doing very well.
Take-home games	Train Game: Orientation 1	Balloon Game: Orientation 1	A new game design is introduced for variety, but the task is the same.
Practice sheets and Class charts	5 Practice sheets 2 Class charts	1 Practice sheet 3 Return to Orientation Practice sheets 2 Class charts	There is one Practice sheet fewer.

WORD DETAIL

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Flannelboard Exercise Draw A Line Word Detail Memory Game	Introductory Unit Activities Flannelboard: Detail Draw A Line: Detail Word Detail Memory Game "Return to Detail" Unit Activities Triple Choice Find A Pair: Detail	The introductory detail activities are the same except for a new activity developed for the "Return to Detail" section of the instructional sequence.
Small group games	Find A Pair: Detail 1, 2 Word Twins: Detail 1, 2 Letter Lotto: Detail 2	Find a Pair: Detail 1 Word Twins: Detail 1, 2 Letter Lotto: Detail 2 Double Match: Detail 2	A new Detail 2 game substitutes for the Level 2 version of another game.
Take-home games	None	Train Game: Detail 1	A take-home game is added.
Practice sheets and Class charts	4 Practice sheets 1 Class chart	2 Practice Sheets 3 Return to Detail Practice sheets 2 Class charts	There are more Practice sheets and Class charts.

VISUAL REVIEW

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Small group games	2 Game days to review visual skills	2 Game days to review visual skills	Visual review is begun earlier in the schedule. There are the same number of Game days, but there are more Practice sheets.
Practice sheets	1 Review Practice sheet	5 Review Practice sheets	

SOUND PRELIMINARIES

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Introduction of Sound Pictures Introduction of first four sounds individually Reinforcement of first four sounds individually Sound Picture Story I The Sound Song, verse I Learning to Listen 1. What Makes This Sound? 2. Jump, Run, and Hop 3. The Drum Says 4. Sound Matching Rattles (3 sets) Extra help: Learning to Listen	Introduction of Sound Pictures Intorduction of first four sounds individually Reinforcement of first four sounds individually Sound Picture Story I The Sound Song, verse I Learning to Listen 1. What Makes This Sound? 2. Jump, Run, and Hop 3. The Drum Says 4. Sound Matching Rattles (3 sets) Extra help: Learning to Listen	The Sound Preliminaries Unit is unchanged.
Small group games	All of the preliminary lessons are large group activities.		
Take-home games Practice sheets and Class charts	There are no take-home games or Practice sheets in Sound Preliminaries.		

SOUND PICTURE ACTIVITIES INCLUDED IN THE
SOUND PROGRAM AFTER PRELIMINARIES

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Introduction of Sound Picture Stories and the Sound Song: verses II-VII Reinforcement of Sound Picture Associations Choice of activities: Magic Hat, MacDonald, Fishing Game, Skip and Stoop, Sound-Off, Spin-Around, Stepping Stones	Introduction of Sound Picture Stories and the Sound Song: verses II-V Reinforcement of Sound Picture Associations Choice of activities: Magic Hat, Old MacDonald, Fishing Game, Skip and Stoop, Sound-Off, Twirl Around, Stepping Stones, Spinner, Musical Cards	The number of Sound Picture Associations introduced is reduced from 28 to 20. The games and activities used to reinforce Sound Picture Associations and to give extra help with Sound Picture Associations are basically the same.
Samll group games	Extra Help: Sound Picture Associations Choice of activities: Practice Pairs, Spinner, Tape and Earphones	Extra Help: Sound Picture Associations Choice of activities: Say the Sound, Practice Pairs, Tape and Earphones	
Take-home games	Say the Sound, Take-home Musical Cards, Sound Picture Parade	Earning Sound Picture Cards	Children are checked individually rather than in a large group to see whether they have learned Sound Picture Associations
Practice sheets and Class charts	This type of activity is not used for Sound Picture Learning.		

LETTER-SOUND CORRESPONDENCES

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Letters introduced: a, n, b, s, i, t, e, sh, f, p, m, u Introduction of a Letter & Supplementary Activities Reinforcement of Letter-Sound Correspondences Choice of activities: Fishing Game, Skip and Stoop, Sound-Off, Spin-Around, Stepping Stones Different Ways Disappearing Letters Across the Row Where Is It Hiding?	Letters introduced: a, n, b, s, d, i, t, e, sh, h, f, p, m, u Introduction of a Letter & Supplementary Activities Reinforcement of Letter-Sound Correspondences Choice of activities: Fishing Game, Skip and Stoop, Twirl-Around, Stepping Stones, Magic Hat, Musical Cards, Spinner Different Ways Disappearing Letters Across the Row (Part I) Where Is It Hiding?	14 Letter-Sound Correspondences are introduced instead of 12. There are a few additional large group games to reinforce Letter-Sound Correspondences and to provide Extra help.
Small group games	Practice Pairs (Extra help) Across the Row (Optional)	Crackaloo (4 variations) Extra help: Letter-Sound Correspondences Say the Sound Practice Pairs Across the Row (Part II)	A small group game which all children play is added as well a new Extra help game.
Take-home games	Checking Letter-Sound Correspondences	Checking Letter-Sound Correspondences	No changes.
Practice sheets and Class charts	Practice sheets and Class charts using letters to represent sounds are listed in the chart for Sound Matching activities.		

SOUND MATCHING: BEGINNING POSITION

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Sound Matching Activities done in conjunction with the introduction of the second set of four Sound Pictures individually Two-Way Sort Two-Way Sort: Hot Potato Two-Way Sort: Which Train? Triple Choice Oral Word Matching Guess the Picture Oral Sound Sort Sound Matching Games With Letters Climb the Ladder Beanbag Toss Word Store	Sound Matching Activities done in conjunction with the introduction of the second set of four Sound Pictures individually Two-Way Sort Sound Sorting Games Which Train? Going Visiting Beanbag Toss Triple Choice Starting Sound Clapping Game (Oral word matching) Sound Matching Games With Letters Climb the Ladder Beanbag Toss Word Store Vanishing Letters	The activity descriptions for large group activities to reinforce Beginning Position Sound Matching are reorganized according to objective.
Small group games	With Sound Pictures Three-Way Sort (2 variations of which 1 is self-correcting) Sound Lotto (2 variations) Word Matching Card Game (2 variations) Two-Way Sort (Extra help, 2 variations, both self-correcting) With Letters The House Game (1 variation) Sound Lotto (1 variation)	With Sound Pictures Three-Way Sort (2 variations, of which 1 is self-correcting) Sound Lotto (2 variations) Word Matching Card Game (2 variations) Two-Way Sort (Extra help, 2 variations, both self-correcting) With Letters The House Game (1 variation) Sound Lotto (1 variation)	No changes.

SOUND MATCHING: BEGINNING POSITION (cont.)

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Take-home games	Take-Home Sort Game (with letters)	Take-Home Sort Game (with letters)	No changes.
Practice sheets and Class charts	2 Sound Practice sheets with Sound Pictures 1 Sound Practice sheet using letters 1 Sound Practice sheet for Word Matching	2 Sound Practice sheets with Sound Pictures. 2 Sound Practice sheets using letters 2 Sound Practice sheets for Word Matching 6 Class charts	There are more Practice sheets, and a Class chart is provided for each Practice sheet.

SOUND MATCHING: LAST POSITION

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Introduction to Last Position I & Two-Way Sort Introduction to Last Position II <u>Sound Matching with Letters</u> Vanishing Letters Sound Matching Book (with Sound Pictures and letters)	Introduction to Last Position, Lesson I (Parts I, II, and III) Ordered Sounds Two-way Sort Activity: Last Position Introduction to Last Position, Lesson 2 (Parts I, II, and III) Triple Choice <u>Sound Matching with Letters</u> Sound Sorting Games Vanishing Letters Beanbag Toss Sound Matching Book (with letters)	The introduction of Last Position is extended from 2 to 3 activity periods and a new activity is added. Letters are used more extensively.
Small group games	<u>With Sound Pictures</u> Three-Way Sort (1 variation, self-correcting) Picture Game (2 variations) Two-Way Sort (Extra help, 1 variation, self-correcting) <u>With Letters</u> Picture Game (1 variation)	Three-Way Sort (1 variation, with Sound Pictures, not self-correcting) Picture Gallery (1 variation, with Sound Pictures and letters)	The number of self-correcting materials is reduced.
Take-home games	There are no take-home games in this unit.		
Practice sheets and Class charts	1 Sound Practice sheet (with Sound Pictures) 1 Class chart (with Sound Pictures)	1 Sound Practice sheet (with letters) 1 Class chart (with letters)	Letters are used rather than Sound Pictures.

CONTRASTING BEGINNING & LAST POSITION SOUND MATCHING

TYPE OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Sound Matching Book (with Sound Pictures & letters) Starting Sound/Last Sound (4 variations)	Introduction to Contrasting (Parts I, II, and III) Sound Matching Book (with letters) Triple Choice: Contrasting Positions (Parts I and II) Starting Sound Clapping Game (Oral Word Matching) Chalkboard House Game	The unit on Contrasting is much more extensive. There are many new activities and materials and they are scheduled over 12 activity periods rather than 4.
Small group games	Starting Sound/Last Sound (optional to have children play; 4 variations)	House Game Contrasting Game	There are two new small group games which all children play, replacing a single game which was optional
Take-home games	Take-Home Word Matching	Take-Home Word Matching Take-Home House Game	A new take-home game is added.
Practice sheets and Class charts		1 Sound Practice sheet 1 Class chart	A Practice sheet and accompanying Class chart are added.

OF ACTIVITY	1972-73	1973-74	SUMMARY OF CHANGES
Large group	Blend and Touch Guess the Name Blending Book Pictures Letters Introduction of the word fan Sound Spelling with an Pocket Chart Exercise: an Pocket Chart Exercise: at The Word Family an The Word Family at The Word Family it Review of Word Families The Sound Spelling Game	Guess What Part I: Colors Part II: Animals Blending Book Oral Blending Blending Using Letters Introduction of the word fan Ordered Sounds Word Changes Sound Spelling Activity, Parts I and II The Word Family an Building Word Families: at, an Sound Spelling Game Blending Action Game Rhyming Activities Introduction of Rhyming Beanbag Toss: Rhyming Rhyming Clapping Game How to Use Rhyming Clues	The concept of rhyming is introduced, and new activities are included to teach and reinforce this concept. The activities to teach Sound Blending are basically the same, although they have been reorganized.
Small group games	None	Blending Game (self-correcting) Rhyming Lotto (self-correcting)	Small group games are added to teach Sound Blending and rhyming.
Take-home games	Word Families Game	Word Families Blending Bingo	A new take-home game is added for Sound Blending.
Practice sheets and Class charts	2 Sound Practice sheets	3 Sound Practice sheets	There is an additional Practice sheet.

WORDS INTRODUCED IN SOUND BLENDING

1972-73	1973-74	SUMMARY OF CHANGES
Word Family an fan man pan tan	Word Family an fan man pan tan	One fewer word family is introduced, but in total more words are introduced.
Word Family at but fat mat pat sat	Word Family at bat fat mat pat sat hat	
Word Family it bit fit pit sit		
Other pen bib pin ship fish tub bun bus nut	Other pen bib pin ship fish bun bus nut dish hut bed map net sun pet	

Appendix H

CHART SHOWING PREREADING SKILLS TEST ITEMS FOR 1972-73
AND REVISIONS FOR 1973-74

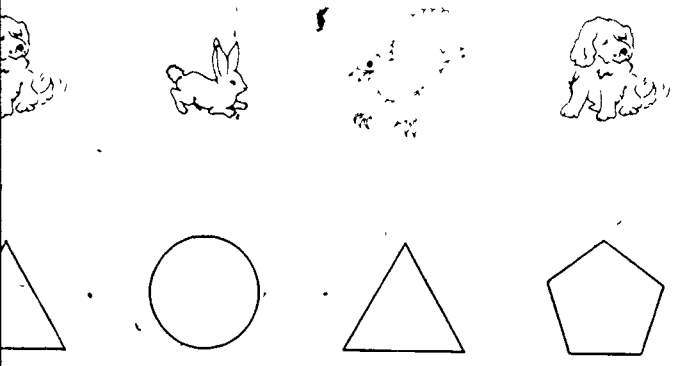
Prereading Skills Test

Visual Practice Test

1972-73

(required before a visual subtest)

tandard | Alternates



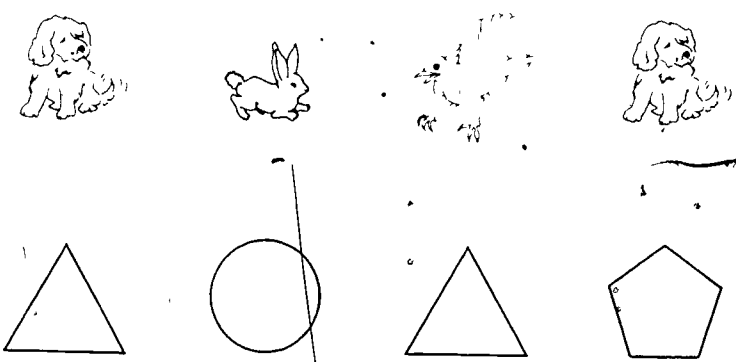
e | m | z | e

i | mi | xf | yo

1973-74

(required before a visual subtest)

Standard | Alternates



e | m | z | e

mi | mi | xf | yo

Prereading Skills Test

Letter Order

1972-73

Standard	Alternates		
cez	cez	cze	vtk
ak	en	ak	ka
gl	gl	lg	wn
vb	bv	xo	vb
fe	ef	fe	np
ujh	uhj	ozr	ujh
wra	utf	rwa	wra
xc	xc	hm	cx
ytm	mty	lzv	ytm
pt	ms	pt	tp
mr	fy	rm	mr
ein	ein	ien	gzb
ido	odi	ido	kwh
uas	uas	rjg	sau
qu	kl	uq	qu
osp	ops	osp	vea

1973-74

Standard	Alternates		
sap	pas	spa	sap
rt	tr	rt	mn
ans	sra	ans	san
two	two	tow	owt
sp	ps	fy	sp
me	up	em	me
ien	ien	ine	nei
ak	ka	ak	en
av	nd	va	av
ash	has	ash	sha
fe	ef	fe	np
tub	but	ubt	tub
orb	bro	orb	rob
tre	ert	ter	tre
au	au	ua	oe
pl	pl	ep	wn

Prereading Skills Test

Letter Orientation

1972-73

Standard	Alternates		
s	s	z	y
p	p	q	x
b	d	o	b
q	p	d	i
w	l	m	w
b	m	b	p
q	p	q	u
p	q	t	p
d	d	s	b
n	f	n	u
q	e	p	q
d	q	d	n
b	w	b	d
z	s	j	z
d	d	n	b
p	p	s	b

1973-74

Standard	Alternates		
p	p	q	d
b	d	b	p
w	u	w	m
q	d	p	q
b	d	q	b
z	z	s	n
d	b	q	d
n	u	n	s
b	b	p	q
q	d	q	p
p	q	p	b
d	q	b	d
p	b	q	p
q	q	p	d
b	p	d	b
d	b	d	q

Prereading Skills Test

Word Detail

1972-73

Standard	Alternates		
rth	nth	rth	aoe
olka	olka	zsuv	otka
arze	urze	arze	iktd
vmdg	tfzi	vmdg	vmog
hblf	hblt	vwxaz	hblf
ejyl	ejyl	ojyl	mnr
gahy	gahv	neiwo	gahy
wihr	wibr	kfjt	wihr
vci	vci	wci	gujs
sroc	sroe	bpdy	sroc
eixm	hlb	ejxm	eixm
sbu	sbu	sku	rcyz
fijn	cem	fijn	fijh
geix	geix	yeix	kfl
dfkn	josv	dfkn	dfxn
zva	lfh	zvq	zva

1973-74

Standard	Alternates		
rip	nip	rip	rim
avid	aver	arid	avid
bank	lank	back	bank
cage	cage	sage	cape
vow	wow	vex	vow
vine	vise	vine	fine
ern	erg	ern	urn
hate	hare	fate	hate
ode	ode	oke	ide
foul	fowl	foul	four
wide	wife	tide	wide
hart	hart	part	hurt
more	mare	more	morn
dog	dog	dug	dot
opt	oat	apt	opt
wait	wart	wait	waif

Prereading Skills Test

Sound Matching

1972-73

Part I

The mad cat says *f*. You will hear the *f* sound in one of these words. Point to the picture that has the *f* sound.

Practice Items

horse	bread	*foot*
coat	*giraffe*	ball

Test Items

keys	*fan*	drum
knife	broom	pig
box	pan	*fish*
bed	*leaf*	sun

The surprised boy says $\overline{o}$. You will hear the $\overline{o}$ sound in one of the words. Point to the picture that has the $\overline{o}$ sound.

Test Items

tire	*bow*	skate
rope	swing	net
bone	cow	truck
hat	bike	*nose*

Part II

Do these words start with the same sound?

Practice Items

seal-sock
mop-tooth

Test Items

ghost-shelf
radio-roof
lamp-lock
violin-beads
chain-cherry
yarn-cage
jet-knob
wagon-worm

1973-74

The child is shown a letter and told its sound. He is then asked to indicate which of three pictures has the sound of that letter as its starting sound.

Practice Items

Letter	Pictures		
k	nail	kite	book
j	jeep	tooth	bridge
k	duck	fire	key
j	sponge	jar	moon

Test Items

z	nose	zipper	wheel
g	shoe	pig	gum
v	violin	car	stove
ch	rake	watch	chair
g	dress	goat	flag
v	vest	turtle	hive
ch	match	chalk	knife
ch	cheese	rope	switch
z	hose	zoo	can
g	bone	plug	gate
ch	crutch	chain	mouse
v	bird	glove	vase
g	gas	pin	frog
g	fan	dog	ghost
ch	bell	chimney	sandwich

Prereading Skills Test

Sound Blending

1972-73

The child sees a three- or four-letter word and hears the sound for each letter. He is then asked to indicate which of these pictures represents the word he heard sounded out.

letters	pictures		
Practice Items			
pen	pear	can	pen
bun	sun	bun	ball
tub	tub	tongue	web
Test Items			
man	man	mask	pan
pig	pin	pig	log
net	tooth	neck	net
bat	coat	bat	bed
web	bib	watch	web
pan	pan	pie	can
map	match	cup	map
gas	glass	gas	ghost
gum	gum	drum	goat
fish	fence	comb	fish
sun	can	saw	sun
bus	box	bus	house
hat	hat	pot	hand
ship	shirt	soap	ship
nut	nut	bat	nose

1973-74

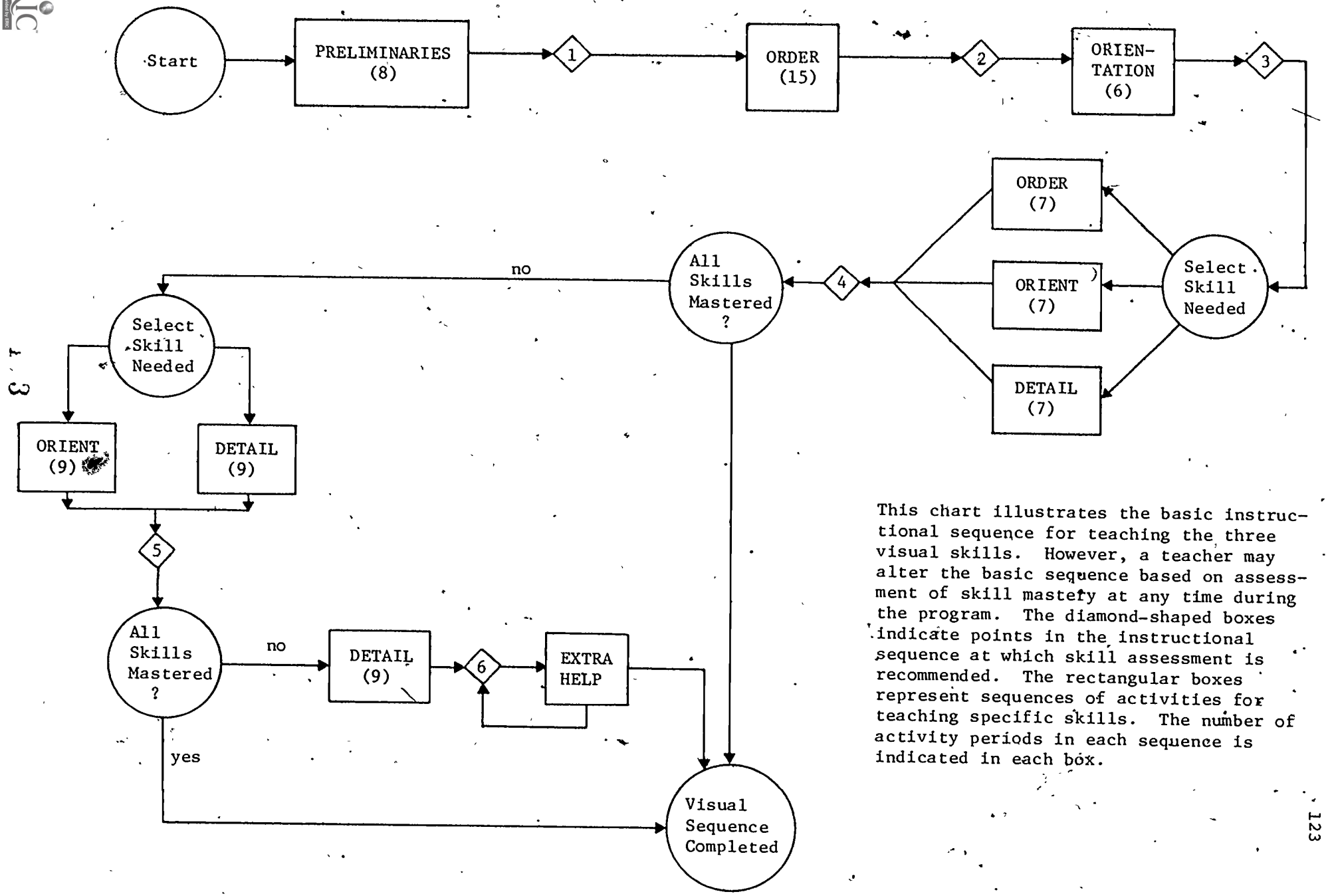
The child sees a three- or four-letter word and hears the sound for each letter. He is then asked to indicate which of these pictures represents the word he heard sounded out.

letters	pictures		
Demonstration Item			
bus	box	bus	house
Practice Items			
pit	pot	pit	top
bud	bud	bird	bun
peg	leg	pear	peg
Test Items			
tag	tag	tail	dog
bug	plug	badge	bug
pig	pill	pig	wig
jam	ham	jam	lamb
web	crib	well	web
gum	mug	gum	drum
can	can	corn	cone
cup	mop	cap	cup
shed	shell	head	shed
gas	grass	gas	glass
bag	flag	ball	bag
cat	tack	coat	cat
jet	jet	jar	net
fin	fire	chin	fin
hen	hand	hen	hill
tub	tub	crab	tape

Appendix I

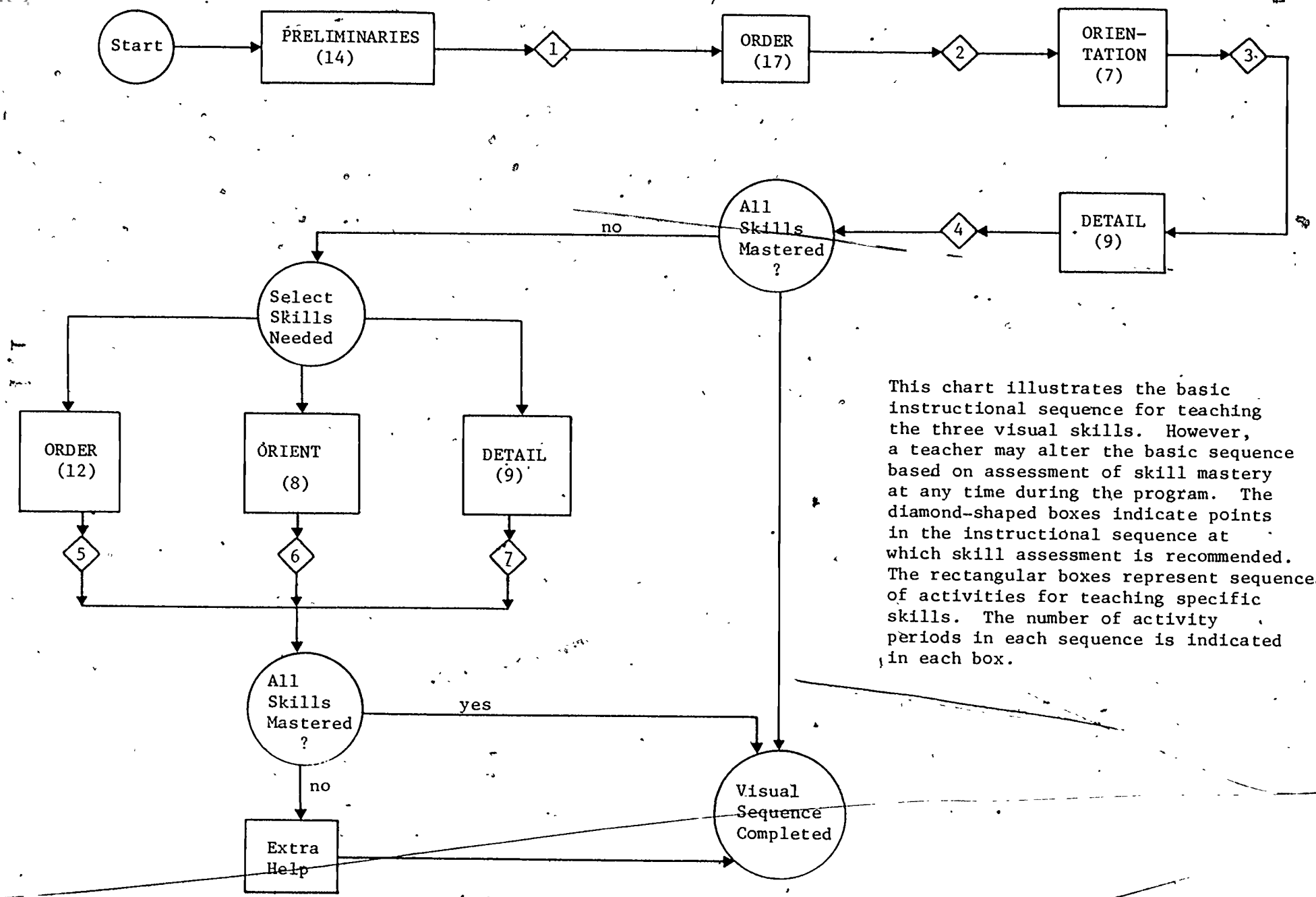
FLOW CHARTS SHOWING 1972-73 AND 1973-74
INSTRUCTIONAL SEQUENCES OF VISUAL SKILLS ACTIVITIES

Instructional Sequence of Visual Skills Activities, 1972-73.



This chart illustrates the basic instructional sequence for teaching the three visual skills. However, a teacher may alter the basic sequence based on assessment of skill mastery at any time during the program. The diamond-shaped boxes indicate points in the instructional sequence at which skill assessment is recommended. The rectangular boxes represent sequences of activities for teaching specific skills. The number of activity periods in each sequence is indicated in each box.

Instructional Sequence of Visual Skills Activities, 1973-74.

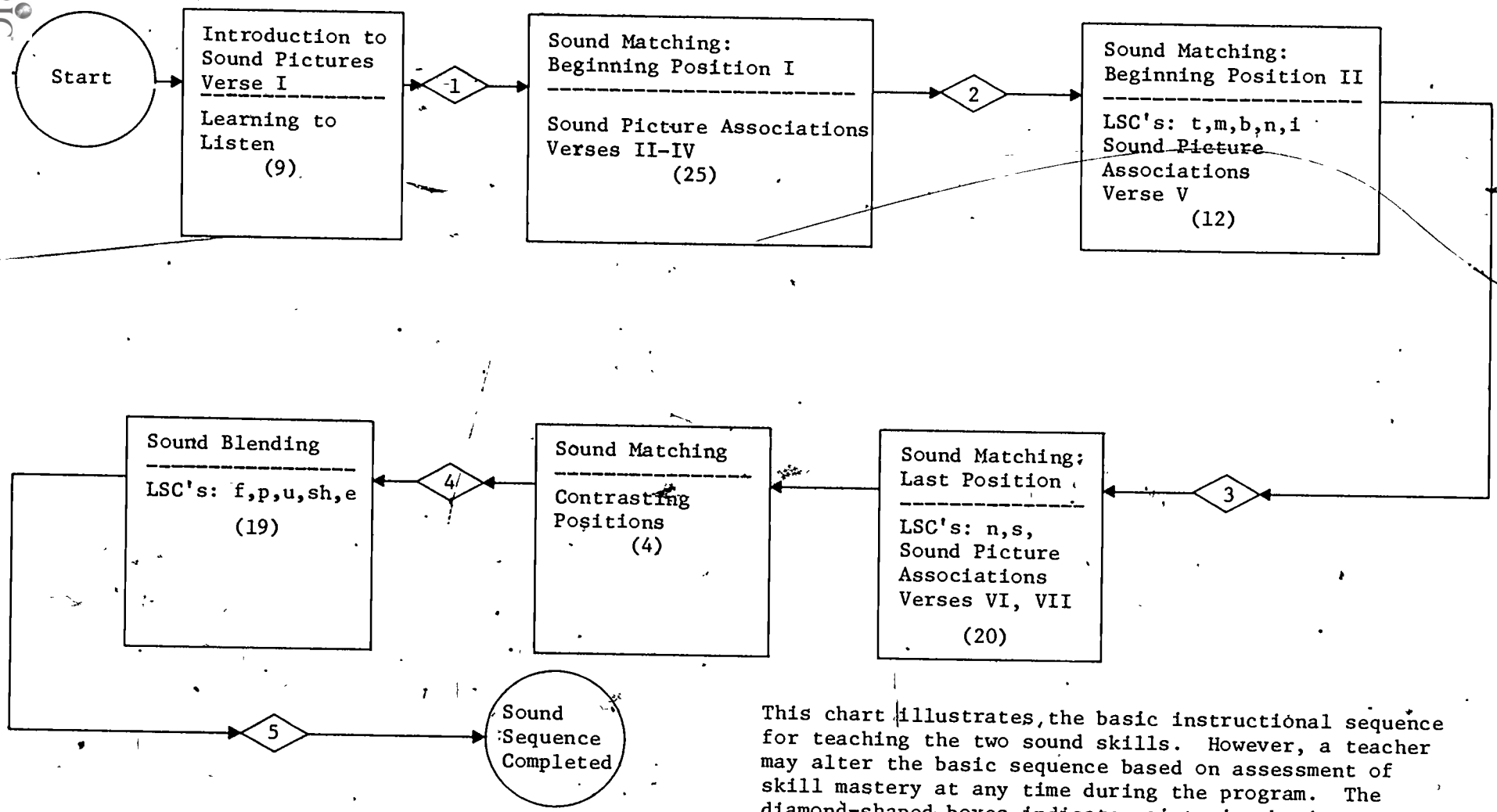


This chart illustrates the basic instructional sequence for teaching the three visual skills. However, a teacher may alter the basic sequence based on assessment of skill mastery at any time during the program. The diamond-shaped boxes indicate points in the instructional sequence at which skill assessment is recommended. The rectangular boxes represent sequences of activities for teaching specific skills. The number of activity periods in each sequence is indicated in each box.

Appendix J

FLOW CHARTS SHOWING 1972-73 AND 1973-74
INSTRUCTIONAL SEQUENCES OF SOUND SKILLS ACTIVITIES

Instructional Sequence of Sound Skills Activities, 1972-73.



This chart illustrates the basic instructional sequence for teaching the two sound skills. However, a teacher may alter the basic sequence based on assessment of skill mastery at any time during the program. The diamond-shaped boxes indicate points in the instructional sequence at which skill assessment is recommended. The rectangular boxes represent sequences of activities for teaching specific skills. The number of activity periods in each sequence is indicated in each box.

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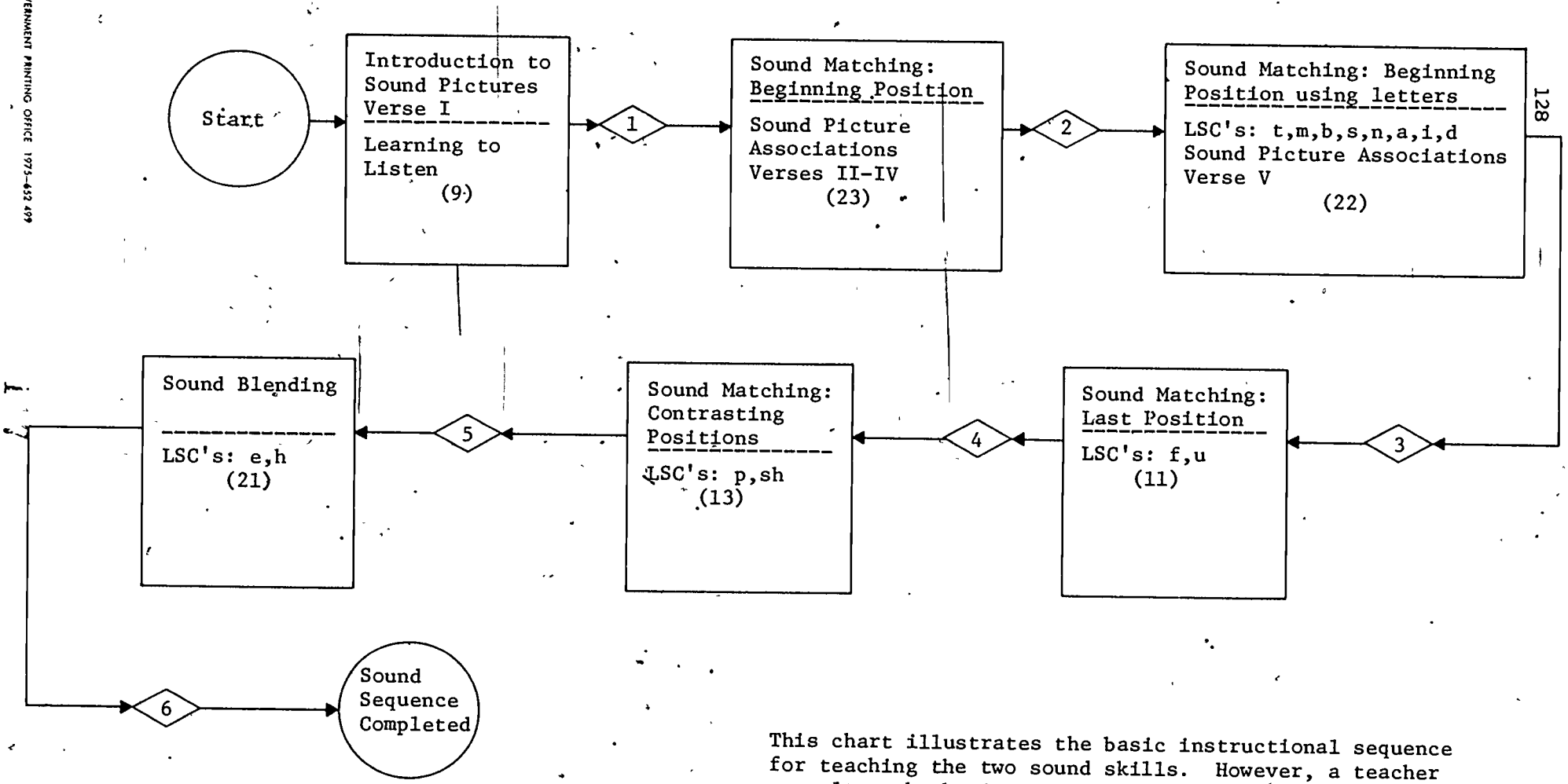
Instructional Sequence of Sound Skills Activities, 1973-74.



This chart illustrates the basic instructional sequence for teaching the two sound skills. However, a teacher may alter the basic sequence based on assessment of skill mastery at any time during the program. The diamond-shaped boxes indicate points in the instructional sequence at which skill assessment is recommended. The rectangular boxes represent sequences of activities for teaching specific skills. The number of activity periods in each sequence is indicated in each box.