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ABSTRACT

This handbook includes assorted checklists, calendars, guides, and forms to help in managing a high school reading laboratory. The program is based on a diagnostic-prescriptive, skill-centered approach to the teaching of reading. Procedures related to the philosophy of the program, organization and storage of materials, record keeping, and testing are discussed. (AA)

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS
131 Livingston Street, Brooklyn, New York 11201

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MANAGEMENT MANUAL

HIGH SCHOOL READING LABORATORIES

FUNDED READING PROGRAMS

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS
131 Livingston Street, Brooklyn, New York 11201

Leonard Kantrowitz
Supervisor

Michael Nemoytin
Adele Tulman
Assistant Supervisors

Dear Colleague:

Welcome back from the summer vacation. We look forward to a productive and gratifying year for you and your students.

We have prepared for you a packet of materials which we hope will be helpful. Included are calendars, check-off lists, guides and forms which we are sure you will find useful. A very significant source of materials is the Board of Education curriculum publication Reading Laboratory for Secondary Schools, produced with the cooperation of the Bureau of English, which incorporates the work of supervisors, teacher trainers, and teachers who worked with R2R and RAP. Many items included in these notes are extracts from this publication. The work of other people is included. Time has clouded origins so that due recognition will not always be recorded. However, we do wish to give credit to the work of teachers associated with the program whose ideas resulted in valuable contributions to this manual.

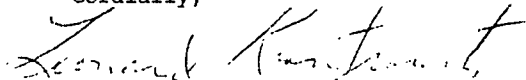
Nor can I overlook the work of the reading consultants/teacher trainers of this program whose efforts are so widely represented in this collection. Special thanks go to three of them, Michael Nemoytin, Mimi Chodosh and Bob Fredericks for this year's revision of these notes.

Please keep this booklet for term-long reference.

For those of you who are new to the High School Title I Reading Programs we would like to give you some information about our approach. We believe that the student must be considered as an individual with particular problems. If we are to help, we must diagnose the pupil's own weaknesses, teach the necessary skills, and then prescribe materials which will help to remediate them.

The success of your students depends on your dedication and your knowledge of instructional methods and materials. We wish you well. We offer you our assistance. We welcome your suggestions.

Cordially,



LEONARD KANTROWITZ
Supervisor
Title I High School Reading
Programs

Leonard Kantrowitz
Supervisor

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INTRODUCTION

THE READING LABORATORY

The individualized reading skill center is often equated with the reading laboratory because of the special equipment for an individualized and sometimes experimental approach to the teaching of reading. This manual will answer the following list of questions dealing with the philosophy, methodology, climate and management of a reading laboratory.

1. Am I familiar with the philosophy of a reading laboratory? _____
2. Can I create a different, exciting or unusual climate? _____
3. Do I have a separate room in which to set up my laboratory? _____
4. Is there movable furniture in the room? _____
5. Are there areas for small groups and for individual work? _____
6. Is there adequate storage space? _____

Philosophy and Methodology:

The Reading Laboratory subscribes to the philosophy of a diagnostic-prescriptive skill-centered approach to the teaching of reading. Such an approach presupposes that each student in the reading program will be:

1. diagnosed to determine strengths and weaknesses in specific skills areas.
2. provided an instructional program determined on the basis of diagnostic findings.
3. permitted to progress at his own rate, and to utilize his own particular learning style and interest.
4. permitted to progress at his own rate, with minimal regard to competition with his peers.
5. encouraged to be an active rather than a passive participant in the learning process.
6. permitted to participate in an approach to acquiring basic reading skills which require self-directing, self-teaching, self-correcting activities.
7. provided the opportunity of immediate feedback regarding his performance in a particular skills area.
8. given the opportunity to share in the decision-making process as it relates to his particular needs and interests.

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9. free to seek the support of the classroom or reading teacher in helping to define his particular needs.
10. given the option of selecting from a variety of materials which are geared to teach specific skills.
11. provided opportunities for interacting with his peers and for seeking help from them as needed.
12. provided opportunities to combine and apply the reading skills through recreational reading.

HOW DO I KEEP TRACK OF EVERYTHING AND EVERYONE?

Since there are many varied activities and materials in a reading skills center, the teacher must set up a system to keep track of his or her work. The teacher will have to supervise and administer the skills center efficiently in three key areas:

1. The center must be organized for a smooth flow of activities.
2. The students must have a system of recordkeeping.
3. The teacher must have a system of recordkeeping.

A handy checklist has been devised to focus on the specific management tasks covered in the chapter. Samples of various recordkeeping devices will be included and explained.

<u>CHECKLIST</u>	<u>CHECK-OFF</u>
<u>The Center Must Be Organized for a Smooth Flow of Activities</u>	
1. Materials should be permanently arranged, preferably in groupings such as word attack, comprehension, and study skills.	1. _____
2. A Guide to locate materials should be available.	2. _____
3. Uniform answer sheets should be conveniently accessible to the class. (Sample O)	3. _____
4. Answer keys for all materials must be available and labeled.	4. _____
5. Periodic housekeeping is necessary.	5. _____
<u>The Student Must Have a System of Recordkeeping</u>	
1. An individual student work folder.	1. _____
2. An assignment sheet. (Sample N)	2. _____
3. An independent reading record. (Sample T)	3. _____
4. A conversion table to figure percentages. (Sample P)	4. _____
<u>The Teacher Must Have a System of Recordkeeping</u>	
1. An item analysis sheet. (Samples F & G)	1. _____
2. A profile sheet for each student. (Sample H)	2. _____
3. A copy of the student's program. (Sample A)	3. _____
4. A Title I Reading Data Card for each student. (Sample B).	4. _____
5. A student interview. (Sample S).	5. _____

ORGANIZING MATERIALS

Materials Should be Permanently Arranged

The skills center includes a wide variety of reading materials that can be organized conveniently into three broad areas:

1. Word Attack Skills--phonetic and structural analysis, use of context, and dictionary skills.
2. Reading Comprehension-literal, interpretative and critical reading skills.
3. Work Study Skills--reference, map, and content area skills.

In addition to this type of organization, a skills center usually has a media corner where audio-visual hardware and software is utilized and stored, a library corner containing a wide variety of paperbacks, newspapers, and magazines; a content-area corner with copies of textbooks used at the school. It is important that the areas be clearly defined so that everyone can locate materials quickly.

A Guide to Help Every Student Easily Locate Materials

There are several methods that can help students to find materials quickly.

1. Each set of materials is numerically coded. A guide sheet is provided for each student in the class or is posted in various locations throughout the room. When the student is assigned by code to the materials, he can easily find it by looking for the coded kit.
2. In addition to coding the kits, teachers may post signs in the key sections of the room. For example, the following sign may be prominently displayed in the word attack area:

Word Attack

12, 14, 18, 21, 28, 30, 45, 58

It indicates that eight different kinds of word attack materials are located there.

3. If storage space is a problem, students' lockers or closet shelves may be used. They too, can be coded with signs listing the materials stored there.

CLASSROOM APPEARANCE

- ask the librarian for old copies of magazines and post a sign in the main office to solicit magazines from the faculty. Add these to the Skills Center.
- make your room look like a "non-classroom"
 - paperbacks stacked to attract students
 - skills materials (clustered)
- set-up materials and arrange for media corners. Posters, Subway Maps, etc. help to make the room attractive. Make an informal poster with the caption "Best Seller List" where students may list books they recommend to their classmates as well as Graffiti Boards for all of your classes.

PERIODIC HOUSEKEEPING

A paraprofessional or teacher assistant can be very helpful in keeping the reading laboratory organized. Lacking this assistance, high school teachers must plan for periodic housekeeping. Student assistants may be assigned to "clean up" during the course of each period or at the end of the day.

Disorganization results from two very common problems: students often leave kit components in their folders or they carelessly misfile the materials. The class should be encouraged to form good habits, which will require persistent teacher guidance. The best learning for students will occur when they begin searching for misfiled materials and make their own demands for order. It's all part of "growing up."

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RATIONALE FOR TESTS -- FORMAL AND INFORMAL

WHY TEST?	INSTRUMENT	AND AFTERWARDS
<p>I.a. Screening to determine whom to schedule for laboratory</p> <p>To get pre-and post-scores for group evaluation</p> <p>b. To measure individual growth in reading</p>	<p>NYC Title I Reading Test</p> <p>1. <u>Intermediate level (T)</u> for students who are reading <u>below 5.0</u></p> <p>2. <u>Advanced level (A)</u> for students who are reading <u>above 5.0</u></p>	<p>I. Student Reading Levels</p> <p><u>TOTAL test score= Frustration Level</u> - no material initially assigned at this level</p> <p><u>One year below= Instructional Level</u> - TOTAL score material used in individual or small group instruction</p> <p><u>Two years below= Independent Level</u> - TOTAL score independent work in lab assigned at this level</p>
<p>II. To get a quick assessment of attitudes, interests, background</p>	<p>Student interview (See Sample U)</p>	<p>II. Teacher should build on information about language background and interests to direct student toward material of interest when possible, whether for skill building or pleasure reading. In grouping for instruction, teacher should take into account student's attitude toward authority, toward peers.</p>
<p>III.a. To get an estimate of a student's levels of reading in an individualized non-threatening setting.</p> <p>b. To verify other reading scores</p> <p>c. To analyze methods of word attack</p>	<p>Spache Diagnostic Scales</p>	<p>III. Though time consuming, this instrument can give a comprehensive picture of comprehension and word attack problems (including those of the virtual non-reader).</p> <p>This test provides levels at which the student can read independently and at which he can profit from instruction. Listening comprehension supplies a potential level.</p>
<p>IV. To pinpoint specific sound-symbol problems</p>	<p>Roswell-Chall or Spache Phonic Inventory</p>	<p>IV. Program for specific phonic remediation in workbooks, with cassettes, or in linguistic materials such as the Merrill Readers.</p>

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BEFORE, DURING, AND AFTER

A CHECKLIST FOR TESTING PROCEDURES

BEFORE THE TESTING

1. Do I avoid giving tests when the students are excited and/or have something on their minds (e.g., around holidays, field trips, etc.)?
Yes _____ No _____
2. Before administering the test, do I take it myself?
Yes _____ No _____
3. Before giving the test, do I thoroughly study the content of the test manual?
Yes _____ No _____
4. Do I adequately prepare the students for a state of "readiness" for the test (i.e., everything from an absence of undue tension to clear desk tops)?
Yes _____ No _____
5. Do I coach the students before the test on any subject matter I know will be on the test?
Yes _____ No _____
6. Before starting the test, do I make sure that I can supply the students with the right number of tests and pencils. Do I have extra pencils, erasers, and scrap paper?
Yes _____ No _____
7. Do I have answers to anticipated questions the students will ask. (e.g., "Should we skip the hard questions, or should we guess at the answers?")
Yes _____ No _____
8. Do I make sure that the students can comfortably handle the test materials (esp. "lefties") and that they are seated so as to encourage self-reliance?
Yes _____ No _____
9. Do I ready the room for the students before the test (i.e., see that heat, light, ventilation, etc. are adequate?) Yes _____ No _____
10. Do I place a "Please do not disturb" sign on my door, and wait until all students who will be present are seated? Yes _____ No _____
11. Do I check test booklets before the test to make sure that they are clean and usable? Yes _____ No _____
12. If students have never used a machine-scorable answer sheet, do I explain its use the day before the test? Yes _____ No _____
13. Do I understand why the test is to be given so I can tell my students its purpose? Yes _____ No _____
14. Have I read and explained all the necessary directions to the students?
Yes _____ No _____

Note: See Pages 7 and 8 for specific instructions on N.Y.C. Title I Reading Test.

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DURING THE TESTING

1. Do I impress the students with the fact that the testing experience should carry with it neither undue tension nor indifference?
Yes _____ No _____
2. Without sounding too stilted, do I make sure that I follow the test author's directions explicitly, speaking in a clear voice and giving proper emphasis to key words and phrases?
Yes _____ No _____
3. Do I supplement oral instructions with the blackboard or charts if the directions are still unclear to the students?
Yes _____ No _____
4. Do I accurately time the test with the use of a stop watch, timer, etc.?
Yes _____ No _____
5. Do I keep the amount of time left in a long test on the board so students will not be tense about the time and will be able to budget their time?
Yes _____ No _____
6. While not making any student self-conscious, do I move around the room in order to note individual test behavior which is unusual, provide sharp pencils if needed, answer questions which the directions permit, and encourage an atmosphere for quiet work?
Yes _____ No _____
7. Do I remain in the room throughout the entire testing session?
Yes _____ No _____
8. Do I collect materials promptly and completely after the test is ended?
Yes _____ No _____
9. Have I collected a Question Booklet and an Answer Sheet from each student individually to insure the security of the testing materials?
Yes _____ No _____

AFTER THE TESTING

1. Do I make note of students whose behavior during the test strongly suggests that their test results will be invalid?
Yes _____ No _____
2. Do I arrange for students who were absent to "make-up" the test?
Yes _____ No _____
3. Do I rescore a sample of the tests to make sure that the scoring was accurately accomplished?
Yes _____ No _____
4. Do I check the accuracy of the addition of the subtest scores?
Yes _____ No _____
5. Am I careful to be explicit when I record pupil test data so that other teachers and personnel will benefit from a knowledge of my testing (e.g., rank the grade equivalents from high to low, show percentile ranks of all pupils in the classroom, etc.)?
Yes _____ No _____
6. Do I help students analyze the results on their scored papers in terms of major strengths and weaknesses?
Yes _____ No _____

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TESTING INSTRUCTIONS FOR READING TEACHERS

1. PREPARE FOR THE TEST

- a. Review and give practice in good test taking procedures.
- b. Have a supply of sharpened pencils ready for use.

2. TESTS

In order to protect the security of the specially printed New York City Title I Reading Tests, we are suggesting that the following procedures be followed:

Numbering Test and Answer Keys:

1. For each form (intermediate and advanced) number the total number of tests from 1 to N (total number of copies).
2. Keep a record of the tests that each teacher has. i.e. Smith 1-14 T
1-16 A
Jones 15-25 T
17-21 A, et.
3. Number the total number of answer keys for each form and keep a record of the answer key that each teacher has.
4. On the first testing day have students place the number of their particular test in the top corner of their answer sheet.
5. On the second testing day hand out the answer sheets to students and then give the students the same number test that they had during the first testing session.

3. TESTING

- a. Pick up booklets, answer sheets, answer keys and tables in office at beginning of first day of testing. Sign for the tests.
- b. Each teacher will receive one set of advanced booklets and one set of intermediate booklets. The booklets have been numbered so that it is easy to check that all have been returned. Please check after each class takes the test. Also check to be sure booklets have not been written in. Keep booklets together with a rubberband. Do not leave them in view on top of the desk, even during class. Do not store booklets in drawers, only in locked closets.
- c. Students should be instructed on how to fill out the answer sheet. All information should be filled in. Also students should be allowed to write the number of the test booklet they use on their answer sheets. Explain how to change an incorrect answer. Teachers should make sure students do not go on to other parts of the test even if they have additional time. Pen or pencil may be used.
- d. Make certain students are using appropriate level of the test.
- e. Go over the sample and the instructions with each class.
- f. Timing is to be observed exactly -
15 minutes - vocabulary
25 minutes - reading comprehension
- g. Collect paper--check that all have been returned.

NOTE: Each answer key for test forms IA,T(F) IIA,T(G),IIIA,T(H) can be used only for these tests. Other keys are not interchangeable.

4. TEST MARKING

- a. Tests should be marked only when both parts have been completed, except in cases where it is necessary to correct whatever data you have on a student for record purposes.
- b. Tests must not be marked in the classroom in the presence of students.
- c. When marking tests do not place marks in the holes that represent the correct answers. These marks could create an approximation of the answer key which could be very helpful to the enterprising students.
- d. The test answer sheets are not to be placed in the student folders. Rather, they are to be kept with the teacher's other class records. The student profile sheet should contain the pertinent data from the test answer sheet and this is kept in the student's folder.
- e. After testing and marking, please confer with each pupil individually to explain the results. Show him areas of improvement from the previous test.

5. RECORDS

1. A post test score is needed for every student unless the student is discharged or truant. In other words, test every possible student.
2. Complete Title I Data Cards. There must be a card for every student who was in your class at any time this term.
3. Data cards will be collected in June so be sure to enter reading scores in all appropriate places:

cummulative reading record
permanent record
profile sheets

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TITLE I READING DATA CARD (See Sample B)

The Data Cards are needed for the evaluator. The information should be maintained for school purposes through a duplicate card, a class list or some other suitable system. The data will be used by the Reading Coordinator for evaluating and programming students.

USE OF A TAXONOMY (See Samples I, J, K, L, & M)

Guides to materials have been prepared for the high school reading laboratories. These guides encompass the science, social studies and general reading materials which have been classified by reading skill in the following areas: vocabulary, comprehension, and study skills.

The level of this material is graded: Easy (4.5 or below), Medium (4.5 to 6.0) or Hard (6+). The reading teacher will find it a handy reference for making prescribed assignments after the needs of the students have been diagnosed.

USE OF A PROFILE SHEET (See Sample H)

The Profile Sheet is devised to help the teacher keep an on-going record of all tests and observations pertinent to the student's reading skills. It provides a compact reference for standardized tests, individualized tests, teacher-made tests, and health information the teacher has gathered. In addition, there is room for the teacher to record observations and conclusions regarding the student's strengths and weaknesses in the reading skills. It is especially useful when stapled into the student's folder so that any subsequent reading teacher will have a comprehensive picture of the youngster.

ITEM ANALYSIS SHEET (See Samples F & G)

The Item Analysis Sheet enables the teacher to diagnose the skills tested in the "New York City Title I Reading Tests." One Item Analysis Sheet is provided for all three Advanced tests (Sample F), and the other is for all three Intermediate tests (Sample G). The Comprehension subtest is divided into four skills: Main Idea, Inference, Facts, and Word Knowledge in Context. Initial diagnostic information can be obtained by an analysis of the responses in each skill area.

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USING THE ASSIGNMENT SHEET AND PROGRESS CHART (See Sample N)

Assignments are made according to areas of disability. Progress in these areas is then graphed.

Progress Charts are devised to help the student map his achievement in overcoming a specific skill deficiency.

The following suggestions should be of assistance in using the assignment sheet:

1. All assignments must be made according to the diagnosed needs of the students. They must reflect the needs indicated by the profile sheet.
2. Refer to the taxonomy of materials to identify those which are best suited for the student.
3. Assign beginning work one to two years below test score to insure initial success.
4. Do not assign work from more than two or three different materials at the beginning.
5. Initially make at least five assignments, rotating the materials, focusing on two or three different skill areas.
6. Continually make assignments for each youngster after you have worked with him and assessed the value of the material. Adjust assignments if the student finds the work too easy or too difficult. Elicit his comments about the effectiveness of the material and implement his requests. Generally, 70 - 85% scores indicate accurate programming; less than 70% scores indicate material is too difficult; 90% scores or higher indicate material is too easy.
7. Allow for a wide variety of "options" for the youngster because the same skill can be taught by various materials and their effectiveness will depend on the student's preference and learning style.

USE OF ANSWER SHEETS (See Sample O)

Kits have different answer sheets designed for specific question patterns, and many of them include a supply of answer sheets with the original purchase. However, ordering additional answer sheets could become a problem and multiple answer sheets can become confusing for a student. We have included a sample all-purpose answer sheet which you may find helpful.

USE OF ANSWER KEYS

Without answer keys for the different materials in the reading laboratory, life for the teacher can become somewhat chaotic. Not only is it important to remember to order them with your purchase but a wise precaution would be to duplicate copies for the centers.

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STUDENT WORK FOLDER

It is desirable for each student to have a folder for his work. As it grows in size, it serves as a concrete record of his accomplishments. Folders should include the following:

1. Uniform answer sheet (Sample O)
2. A student assignment-progress sheet (Sample N)
3. A record of his independent reading (Sample T)
4. Profile Sheets (Sample H)

The folders should be alphabetically arranged for each reading class. By numbering each alphabetized grouping, it will be easy to keep them in order. Color coding the folders according to class is also helpful.

Many students like to personalize their folders with colorful art work. This interest may serve as a springboard when introducing the folder system.

SMALL GROUP INSTRUCTION (See Samples Q & R)

In implementing small group lessons the teacher should start with that group of students who show a common need based on their test results. This group may well be composed of students who have not profited from being given only reinforcement exercises or assignments, without having been taught the skill. Small group instruction allows an economical use of teacher time and an opportunity for pupils to have an interchange of ideas.

A small group lesson should involve only three or four students. The reading materials used in the exercises should be at the students' independent reading level. The teacher must be especially careful that all students understand each small segment of the lesson. Before moving on to the next more difficult component of a lesson, the teacher should make every effort to ensure that each student has overtly demonstrated an understanding of the preceding segment of the lesson. (See manual, Some Models for Small Group Lessons in Comprehension).

STUDENT INTERVIEW (See Sample S)

The sample checklist for observing and evaluating attitudes toward reading may also be useful in laboratory centers. It may be included as part of the teachers' anecdotal record for each child or may be duplicated on an index card.

INDEPENDENT READING RECORD (See Sample T)

The Independent Reading Record is designed to encourage extensive reading by enabling the student to list and comment upon the books he is reading. The comments do not have to be elaborate, but the teacher can use her judgment about whether she wants a simple code such as difficult, easy, interesting, very interesting, or a comment of sentence length.

Any simple record keeping system may be used to encourage students to borrow and return books to the classroom library.

READING IN THE CONTENT AREAS

Increasingly, there is concern about helping the poor reader to become successful in other subject classes. While the various materials in the reading laboratory should help the student to develop the necessary work study skills to learn effectively, there are some teaching practices which the reading teacher and the content area teacher should consider to help the poor reader in his learning activities during the course of the day. The following check-list of practices will help to accomplish this goal on a school-wide basis:

In the Reading Laboratory, the teacher should:

1. Stock room with materials that provide for useful work-study skills' assignments on a variety of levels. _____
2. Discuss with the student the specific study skills that will help to improve overall school performance. _____
3. Plan to evaluate the problems that the students are having with homework and other content area reading assignments. _____
4. Notify other teachers of students enrolled in the reading laboratory. See page 13. _____
5. Create opportunities for other content area teachers to assist students and work with materials in the reading laboratory. _____
6. Make a joint effort with content area teacher to assist the remedial reader. _____
7. Identify other programs available in the school (i.e., Homework Helpers Program). _____

On A School-Wide Basis, the content area teacher should:

1. Know the reading ability of the student from
cumulative records
standardized tests
informal reading analysis
cloze
2. Know the readability level of the textbooks in use. _____
3. Use text materials suited in difficulty to the reading levels of students. _____
4. Discuss the format of the textbook and how it may be used effectively. _____
5. Identify and provide, if possible, teacher materials written on below-grade and above-grade reading levels. _____
6. Note special vocabulary and concepts introduced in various units. _____

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7. Plan to teach essential vocabulary and concepts. _____
8. Provide special assistance for poor readers. _____
9. Plan to evaluate students' understanding of vocabulary and concepts and reteach, if necessary. _____
10. Know the special study skills involved in the subject area and teach them as necessary. _____
11. Make clear and concise assignments. _____
12. Provide differentiated reading assignments for the different groups of the class either through varied texts or prepared material. _____
13. Teach the use of appropriate reference materials. _____
14. Encourage student to read widely in related materials. _____
15. Encourage the reading of recreational as well as informational reading matter. _____

CONTENT AREA INFORMATION SHEET:

DATE

Dear _____,

Please note that these students in Title I Reading Classes are in one of your subject classes. To help you better determine each student's potential level of achievement, I have indicated his reading score. This information should make the score more useful.

Student Reading Levels in Terms of
Standardized Group Tests

TOTAL test score = Frustration Level -
no material initially
assigned at this level

One year below = Instructional Level -
TOTAL score material used in individual
or small group instruction

Two years below = Independent Level -
TOTAL score independent work in lab
assigned at this level

Because students are often embarrassed about their reading scores, please use this information carefully.

Sincerely,

Reading Coordinator

<u>Student</u>	<u>Section</u>	<u>Reading Score</u>	<u>Comments</u>
----------------	----------------	----------------------	-----------------

HELPFUL HINTS

Organization of Materials

Bookshelves, storage cabinets, and filing cabinets are needed for organizing and securing reading materials, hardware, and student folders, as well as the miscellaneous materials the lab generates. However, if you can't get them, plastic milk cartons from the cafeteria make reasonable substitutes. Stacked and secured with short bolts, nuts, string, or wire, they make accessible and attractive (depending on distributor) shelves for materials. Used in their original positions, they are the right size to hold student folders and answer sheets, progress graphs, etc., in lieu of filing cabinets.

If the floor space, or its lack, presents a problem, you can anchor pegboard to the walls, drill holes in workbooks, and hang them on long hooks, a la supermarket nut and candy racks.

Hang answer keys on bulletin boards in different areas of the room.

Color-code class folders (per. 1, red, per.2, yellow) to make finding and identifying them faster and easier.

Clearly mark contents on the front of the box or drawer, i.e. student folders, answer sheets, progress charts, etc., so students can serve themselves as needed.

Mark on table, shelf, or wall what material belongs in that place, and train students to return everything at the end of the period. Materials should be accessible to students, except for hardware which must be more closely controlled. Cable bike locks can be used to anchor tape recorders to a desk or table, if you feel that such a precaution would be wise.

Visual Appeal

The reading lab should look as little like a traditional classroom as possible. Rearrangement of the furniture into unconventional groupings, use of bright color wherever possible, and the open availability of materials all contribute to an exciting, positive learning atmosphere. The teacher's desk does not need to occupy a central position. Perhaps the people who use the room may agree to remove it altogether, particularly if space is limited.

Contact paper works wonders. Use it where indicated.

Posters, collages, pictures cut from magazines, old calendars, etc., can cover ugly walls, brighten the atmosphere, and greatly diminish the handwriting on the wall. Encourage students to bring in pictures they like to add to the collection. Change the display once in a while.

READING SKILLS TO BE TAUGHT

I. Word Recognition Skills

- A. Picture clues
- B. sight word clues
- C. configuration clues
- D. context clues
- E. phonetic analysis
 - 1. phonics
 - a) consonants, consonant blends and digraphs, digraph blends and silent consonants
 - b) vowels and clues to vowel sounds
 - 2. the syllable
 - 3. accentuation
 - 4. syllabication

II. Vocabulary Development Skills

- A. structural or morphemic analysis
 - 1. roots
 - 2. prefixes
 - 3. suffixes
 - 4. inflectional endings
 - 5. compound words
- B. dictionary skills
- C. context clues
 - 1. description clues
 - 2. summary clues
 - 3. literal sense meaning clues
 - 4. figure of speech clues
 - 5. definition of explanation clues
 - 6. synonym clues
 - 7. antonym clues

III. Comprehension Skills

- A. Literal
 - 1. identifying facts and details
 - 2. determining sequence of events
 - 3. understanding vocabulary in context
 - 4. understanding syntax and grammar
 - 5. identifying pronoun referents
- B. Interpretive
 - 1. identifying main ideas and supporting details
 - 2. summarizing
 - 3. making inferences
 - 4. making generalizations
 - 5. drawing conclusions
 - 6. identifying cause and effect
 - 7. comparing and contrasting
 - 8. identifying motives and emotional reactions of characters
 - 9. anticipating events
 - 10. predicting outcomes
 - 11. making assumptions
 - 12. making analogies

C. Evaluative

1. distinguishing between fact and opinion
2. identifying connotative meanings of words--emotionally charged words.
3. identifying author's purpose (considering background, philosophy, etc.)
4. identifying author's tone and style--sarcasm, cynicism, satire, etc.
5. recognizing persuasive tricks:
 - a) propanganda
 - b) cause of statistics and other data
 - c) reference to authoritative sources
 - d) exaggerations, lies and omissions
6. recognizing faulty reasoning or fallacies of thinking
 - a) illogical reasoning-premise, evidence conclusion
 - b) circular reasoning
 - c) begging the question
7. determining validity and relevancy

IV. Study Skills

- A. following directions
- B. dictionary skills
- C. using graphic representations

1. graphs

- a) pictographs
 - b) bar graphs
 - c) line graphs
 - d) pie graphs
2. maps
 3. tables
 4. diagrams
 5. charts

D. Locating information

1. library skills
2. locating information in a book

- a) table of contents
- b) preface and/or introduction
- c) glossary
- d) appendix
- e) index
- f) bibliography
- g) footnotes
- h) chapter, sectional, paragraph and marginal headings
- i) list of maps, charts, tables and illustrations

3. reference materials

- a) dictionaries
- b) encyclopedias
- c) indexes
- d) biographical dictionaries
- e) atlases
- f) gazetteers
- g) yearbooks and handbooks
- h) bibliographies

E. Selecting and appraising information of all reference books

1. ability to appraise the sources from which appropriate information can be obtained
2. selective reference reading
3. ability to evaluate material
4. skills in distinguishing between important and unimportant facts and ideas

F. organizing information

1. outlining and summarizing
2. note taking

G. studying and recalling information

1. SQ3R Formula
2. selecting and appraising information for exams
3. study habits
4. studying for exams

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LEARNING VOCABULARY

(from George D. Spache and Evelyn B. Spache, Teaching Reading in the Elementary School, Third Edition, Allyn and Bacon, 1973, pp. 533-535)

What Works

1. Categorizing or classifying words according to type, function, rhyme, sounds, etc.
2. Recognizing that the needed writing vocabulary is much smaller than in reading and teaching spelling only of those words child needs to communicate
3. Recognizing that words are symbols for ideas or experiences which must precede the learning of the related word
4. Fostering vocabulary development by permitting children to read widely, and in depth in their areas of interest
5. Encouraging children to work out new words in each piece of reading material
6. Presenting, gradually a word in many contexts which emphasize its many meanings
7. Recognizing that different children show varying aptitudes in learning modality as visual, auditory, or kinesthetic
8. Realizing that some children are confused by multisensory impressions of words and would learn better if only one avenue was employed, at least at a time
9. Helping children to recognize which strategies work best for each of them and then strengthening their use of this technique
10. Recognizing that small words in large words are not true words and that their pronunciation differs widely from the true word
11. Stimulating interest in words, collecting interesting words, displaying and discussing them, finding opportunities to use them

What Doesn't Work

- Attempting to learn lists of words
- Expecting transfer from one medium to another, e.g., from reading to spelling
- Teaching "vocabulary" or teaching words
- Structuring or planning a similar reading program for all children
- Presenting new words prior to child's attempt to read them in a context
- Teaching a word and its meaning
- Presenting new words in a repeated, static fashion to all the group
- Assuming that a multisensory presentation of a word is superior to use of a single medium
- Placing dependence for vocabulary growth upon one strategy, as phonics or dictionary use
- Teaching children to look for known small words within a new word
- Limiting word study to the list offered in a reader or some such source

What Works

12. Offering pictures and actions and relevant adjectives to reinforce lexical words, teaching structural words only in phrases: to the store, in my desk
13. Trying to build relationships among the words as cows eat hay, the rope is around the jug. Including related words as moon-night-dark to strengthen retention of the desired word
14. Using pictures only in the initial presentations, then practicing without pictures
15. Strengthening word recognition by variety of exercises in classifying same words, i.e., according to size, color, shape, setting, common word elements, etc.
16. Encouraging children to use only the sound of the first letter and the context to derive the word
17. Realizing that word recognition is much more successful in context than in lists
18. Being aware that word usage changes and the Dolch list is no longer representative of the most frequent words; besides, the words are not of equal learnability
19. Realizing that long-term learning of words necessitates forming generalizations and associations, as suggested above in this column
20. Recognizing that associations are stimulated better when words are heard than when they are seen, as in reading to children, then discussing
21. Stimulating deduction from context by the cloze procedure, by discussing their reasons for their choices
22. Postponing practice in quick recognition until much practice in classification and forming associations has occurred

What Doesn't Work

Teaching lexical words (nouns and verbs) in same fashion as structural words (prepositions, conjunctions, etc.)

Teaching several unrelated new words

Using pictures as a constant reinforcement to word recognition over and over again

Reviewing word recognition largely by workbook exercises emphasizing matching of word and picture

Expecting children to react to pattern of separate letters, e.g., spelling patterns

Using test on a list of words as final indication of child's recognition of these

Teaching some list such as the Dolch as essential to all future reading

Repeating words over and over again as primary strategy for learning

Relying on blackboard presentation of new words as basic technique

Discouraging children from guessing what a word is

Moving quickly to rapid drill on words with flash cards, or some machine soon after their initial presentation

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APPENDIX - TABLE OF CONTENTS

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Sample C..... Norm Tables Advanced III A

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Sample G..... Item Analysis Sheet (Intermediate Levels)

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Sample J..... Science Taxonomy

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Sample L..... Page From Taxonomy

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Sample R..... Group Profile Sheet - Phonic Skills

Sample S..... Student Interview

Sample T..... Independent Reading Record

Sample U..... The Role of the Educational Assistant

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SAMPLE A

STUDENT PROGRAM

Name: _____ Class: _____

Address: _____, New York Zip _____

Phone Number: _____ Parent or Guardian _____

Program: _____ Date of Birth _____

Class	1	2	3	4	5	6	7	8
Room								
Teacher's Name								

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TITLE I HIGH SCHOOL READING PROGRAMS

TITLE I DATA CARD

SAMPLE B

NAME: _____ DATE OF BIRTH: _____

SCHOOL: _____ FUNCTION _____ PROGRAM: _____

FALL		SPRING	
FUNDED TEACHER:	OFF. CLASS	FUNDED TEACHER:	OFF. CLASS
GRADE:	FUNDED CLASS:	GRADE:	FUNDED CLASS:
(CHECK ONE) ATTENDANCE <input type="checkbox"/> 75% OR MORE <input type="checkbox"/> LESS THAN 75%	TAX-LEVY CLASS:	(CHECK ONE) ATTENDANCE <input type="checkbox"/> 75% OR MORE <input type="checkbox"/> LESS THAN 75%	TAX-LEVY CLASS:

TEST:	DATE:	SEPT.	MID-YR.	JUNE	COMMENTS
FORM/ LEVEL					
MATH-COMPUTATION*					
WORD KNOWLEDGE*					
READING COMPREHENSION*					
TOTAL READING*					

* INSTRUCTIONS IF POST TEST SCORE IS MISSING:
INDICATE: A - ABSENT D - DISCHARGED

HIGH SCHOOL FUNDED
REMEDIATION PROGRAMS

NAME: John Doe DATE OF BIRTH: 4/7/1960

SCHOOL: New City High School FUNCTION 09-69013 PROGRAM: SRR

FALL '75		SPRING '76	
FUNDED TEACHER: Mr. Smith	OFF. CLASS	FUNDED TEACHER: Ms. Dale	OFF. CLASS
GRADE: 10	FUNDED CLASS:	GRADE: 10	FUNDED CLASS:
(CHECK ONE) ATTENDANCE <input type="checkbox"/> 75% OR MORE <input checked="" type="checkbox"/> LESS THAN 75%	TAX-LEVY CLASS:	(CHECK ONE) ATTENDANCE <input checked="" type="checkbox"/> 75% OR MORE <input type="checkbox"/> LESS THAN 75%	TAX-LEVY CLASS:

TEST:	DATE:	SEPT.	MID-YR.	JUNE	COMMENTS
FORM/ LEVEL					
MATH-COMPUTATION*					
WORD KNOWLEDGE*					
READING COMPREHENSION*					
TOTAL READING*					

* INSTRUCTIONS IF POST TEST SCORE IS MISSING:
INDICATE: A - ABSENT D - DISCHARGED

HIGH SCHOOL FUNDED
REMEDIATION PROGRAMS

Knowledge						(continued)	
Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Reading Score	Grade Equiv.	Raw Score	Grade Equiv.
50	12.9			85	12.9	45	6.9
49	12.8			94	12.9	44	6.7
48	12.5			93	12.9	43	6.7
47	12.4			92	12.9	42	6.6
46	12.1			91	12.8	41	6.4
45	11.9	45	12.9	90	12.7	40	6.4
44	11.6	44	12.9	89	12.6	39	6.2
43	11.4	43	12.9	88	12.5	38	6.0
42	11.1	42	12.6	87	12.4	37	5.8
41	10.8	41	12.4	86	12.3	36	5.7
40	10.5	40	12.1	85	12.1	35	5.6
39	10.2	39	11.8	84	12.0	34	5.5
38	9.9	38	11.6	83	11.9	33	5.3
37	9.7	37	11.3	82	11.8	32	5.2
36	9.4	36	11.0	81	11.6	31	5.0
35	9.1	35	10.7	80	11.4	30	4.8
34	8.8	34	10.3	79	11.3	29	4.6
33	8.6	33	10.1	78	11.2	28	4.5
32	8.4	32	9.9	77	11.0	27	4.4
31	8.1	31	9.5	76	10.9	26	4.3
30	7.9	30	9.0	75	10.7	25	4.1
29	7.7	29	8.7	74	10.6	24	3.9
28	7.5	28	8.4	73	10.4	23	3.8
27	7.3	27	8.2	72	10.2	22	3.6
26	7.2	26	8.0	71	10.0	21	3.4
25	7.1	25	7.8	70	10.0	20	3.3
24	6.9	24	7.6	69	9.8	19	3.1
23	6.7	23	7.3	68	9.8	18	3.0
22	6.5	22	7.1	67	9.6	17	2.8
21	6.3	21	6.9	66	9.3	16	2.6
20	6.1	20	6.7	65	9.3	15	2.5
19	6.0	19	6.3	64	9.0	14	2.4
18	5.6	18	6.1	63	9.0	13	2.3
17	5.4	17	5.7	62	8.7	12	2.2
16	5.2	16	5.4	61	8.4	11	2.1
15	4.8	15	5.1	60	8.4	10	1.9
14	4.5	14	4.8	59	8.2	9	1.8
13	4.2	13	4.5	58	8.2	8	1.6
12	3.9	12	4.2	57	8.0	7	1.5
11	3.6	11	3.9	56	8.0	6	1.4
10	3.2	10	3.6	55	7.8	5	1.2
9	2.9	9	3.3	54	7.8	4	1.2
8	2.6	8	3.0	53	7.6	3	1.1
7	2.5	7	2.7	52	7.4	2	1.0
6	2.3	6	2.4	51	7.4	1	1.0
5	2.1	5	2.2	50	7.3		
4	2.0	4	2.0	49	7.3		
3	1.8	3	1.8	48	7.1		
2	1.5	2	1.5	47	7.1		
1	1.3	1	1.3	46	6.9		

SAMPLE J (Page 6)

E.L.S.	Comments																				
		1	2	3	4	5	6	7	8	9	10										
Har's	Range of Skills in each exercise. Stories include biographies of science and sports figures.																				
Uh 10th 11th 12th		X																			
	All comprehension skills are covered in each lesson. Most lessons include a question on calculation, using information contained in the lesson.																				
		X																			



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SAMPLE D

Raw Score to Grade Equivalent Conversions
for Advanced Reading Tests- Forms I, II A

Total Reading		Total Reading		Test 1, Word Knowledge		Test 2, Reading	
Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.
95	12.9			50	12.9		
94	12.9			49	12.8		
93	12.9			48	12.6		
92	12.9			47	12.4		
91	12.8			46	12.1		
90	12.7						
89	12.6	45	6.4	45	11.9	45	12.9
88	12.5	44	6.4	44	11.6	44	12.9
87	12.4	43	6.2	43	11.4	43	12.9
86	12.3	42	6.2	42	11.1	42	12.6
		41	6.0	41	10.8	41	12.4
85	12.1						
84	12.0	40	5.8	40	10.5	40	12.1
83	11.9	39	5.7	39	10.2	39	11.8
82	11.8	38	5.6	38	9.9	38	11.6
81	11.6	37	5.5	37	9.7	37	11.3
		36	5.3	36	9.4	36	11.0
80	11.4						
79	11.3	35	5.2	35	9.1	35	10.7
78	11.2	34	5.0	34	8.8	34	10.6
77	11.0	33	4.9	33	8.4	33	9.9
76	10.9	32	4.8	32	8.1	32	9.5
		31	4.6	31	7.9	31	9.0
75	10.7						
74	10.6	30	4.5	30	7.7	30	8.7
73	10.4	29	4.4	29	7.5	29	8.4
72	10.2	28	4.3	28	7.3	28	8.0
71	10.0	27	4.2	27	7.2	27	7.8
		26	4.1	26	7.1	26	7.6
70	9.8						
69	9.8	25	3.9	25	6.9	25	7.3
68	9.6	24	3.8	24	6.7	24	7.1
67	9.3	23	3.7	23	6.3	23	6.9
66	9.3	22	3.5	22	6.1	22	6.7
		21	3.4	21	6.0	21	6.3
65	9.0						
64	8.7	20	3.3	20	5.6	20	6.1
63	8.4	19	3.1	19	5.4	19	5.9
62	8.4	18	3.0	18	5.2	18	5.7
61	8.2	17	2.8	17	5.0	17	5.4
		16	2.6	16	4.7	16	5.1
60	8.2						
59	8.0	15	2.5	15	4.4	15	4.8
58	8.0	14	2.4	14	4.2	14	4.7
57	7.9	13	2.3	13	3.9	13	4.4
56	7.6	12	2.2	12	3.7	12	4.2
		11	2.1	11	3.4	11	3.9
55	7.4						
54	7.4	10	2.0	10	3.2	10	3.6
53	7.3	9	2.0	9	2.9	9	3.3
52	7.3	8	2.0	8	2.6	8	3.0
51	7.1	7	2.0	7	2.5	7	2.7
		6	2.0	6	2.3	6	2.4
50	7.1						
49	6.9	5	2.0	5	2.1	5	2.2
48	6.7	4	2.0	4	2.0	4	2.0
47	6.7	3	2.0	3	2.0	3	2.0
46	6.6	2	2.0	2	2.0	2	2.0
		1	2.0	1	2.0	1	2.0

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NATIONAL NORMS FOR N.Y.C. TITLE I READING TESTS

Raw Score to Grade Equivalent Conversions
for Intermediate Reading Tests--Forms I, II, III T

Test 1: Word Knowledge		Test 2: Reading		Total Reading		Total Reading (continued)	
Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.
50	12.8					95	12.9
49	12.4					94	12.9
48	11.9					93	12.7
47	11.4					92	12.4
46	10.8					91	12.1
45	10.2	45	12.9	45	4.9	90	11.8
44	9.7	44	12.3	44	4.9	89	11.5
43	9.1	43	11.7	43	4.8	88	11.2
42	8.6	42	11.1	42	4.8	87	10.9
41	8.1	41	10.5	41	4.6	86	10.6
40	7.9	40	9.9	40	4.5	85	10.2
39	7.7	39	9.3	39	4.5	84	10.0
38	7.3	38	8.7	38	4.4	83	9.8
37	7.1	37	8.1	37	4.3	82	9.3
36	6.9	36	7.8	36	4.3	81	9.0
35	6.7	35	7.5	35	4.2	80	8.7
34	6.5	34	7.3	34	4.1	79	8.4
33	6.3	33	7.1	33	3.9	78	8.2
32	6.1	32	6.9	32	3.8	77	8.0
31	6.0	31	6.7	31	3.8	76	7.8
30	5.8	30	6.5	30	3.7	75	7.8
29	5.6	29	6.5	29	3.6	74	7.6
28	5.4	28	6.3	28	3.5	73	7.4
27	5.3	27	6.1	27	3.4	72	7.3
26	5.2	26	6.0	26	3.3	71	7.1
25	5.0	25	5.9	25	3.2	70	7.1
24	4.8	24	5.7	24	3.1	69	6.9
23	4.7	23	5.5	23	3.0	68	6.9
22	4.5	22	5.3	22	2.8	67	6.7
21	4.4	21	5.1	21	2.7	66	6.7
20	4.2	20	4.9	20	2.6	65	6.6
19	4.1	19	4.8	19	2.5	64	6.6
18	3.9	18	4.5	18	2.4	63	6.4
17	3.8	17	4.4	17	2.3	62	6.4
16	3.7	16	4.3	16	2.3	61	6.2
15	3.5	15	4.0	15	2.1	60	6.2
14	3.3	14	3.8	14	2.1	59	6.0
13	3.2	13	3.6	13	2.0	58	6.0
12	3.0	12	3.4	12	1.8	57	5.8
11	2.8	11	3.1	11	1.7	56	5.8
10	2.6	10	2.8	10	1.6	55	5.7
9	2.5	9	2.6	9	1.5	54	5.6
8	2.3	8	2.4	8	1.4	53	5.6
7	2.3	7	2.3	7	1.4	52	5.5
6	2.1	6	2.0	6	1.2	51	5.5
5	2.0	5	1.9	5	1.2	50	5.3
4	1.8	4	1.7	4	1.1	49	5.3
3	1.6	3	1.5	3	1.1	48	5.2
2	1.4	2	1.4	2	1.0	47	5.0
1	1.2	1	1.2	1	1.0	46	5.0

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

NYC TITLE I READING TESTS

ITEM ANALYSIS

Name:	DATE	Teacher's Name (s)				
		FORM	LEVEL	W.K.	COMP	TOTAL
1.						
Off. Cl:	2.					
	3.					

WORD KNOWLEDGE	Possible	#	#	COMMENT
	ITEMS	ATTEMPTED	CORRECT	
FORM I A (F)	50			
FORM II A (G)	50			
FORM III A (H)	50			

COMPREHENSION	Form A	Possible	#	#	COMMENT
		ITEMS	ATTEMPTED	CORRECT	
I A (F)	Form A	45			
M.I.	3, 12, 19, 28, 36	5			
Main Idea					
I.	1, 4, 5, 7, 9, 10, 14,	21			
Inference	15, 18, 21, 22, 26,				
	27, 29, 31, 32, 35, 42, 43, 44, 45				
FACTS	2, 13, 16, 17, 24, 25, 30, 33, 34, 38, 40, 41	12			
W.K.	6, 8, 11, 20, 23 37, 39	7			
Word Knowledge in Context					
II A (G)	Form	45			
M.I.		6			
Main Idea	3, 14, 18, 28, 34, 40				
I.	1, 4, 5, 10, 11, 13,				
Inference	15, 16, 21, 22, 23, 24, 26, 27, 31, 32, 35, 36, 37, 41, 42, 44, 45	23			
FACTS	6, 7, 9, 12, 19, 25, 38	7			
W.K.		9			
Word Knowledge in Context	2, 8, 17, 20, 29, 30 33, 39, 43				
III A (H) Skill	Form	45			
M.I.		4			
Main Idea	4, 6, 22, 32				
I.	1, 5, 8, 9, 10, 11, 12, 13, 15, 16, 19, 23, 24, 25, 31, 34, 38,				
Inference	39, 40, 41, 42, 43, 45	23			
FACTS	3, 17, 18, 26, 27, 33, 37	7			
W.K.		11			
Word Knowledge in Context	2, 7, 14, 20, 21, 28, 29, 30, 35, 36, 44				

N. Y. C. TITLE I READING TESTS
ITEM ANALYSIS

Intermediate

Teacher's Name(s) _____

	DATE	FORM	LEVEL	W.K.	COMP	TOTAL
Name :	1.	_____	_____	_____	_____	_____
Off. Cl.	2.	_____	_____	_____	_____	_____
	3.	_____	_____	_____	_____	_____

WORD KNOWLEDGE		Possible	#	#	
		ITEMS	ATTEMPTED	CORRECT	COMMENT
FORM I T(F)		50			
FORM II T(G)		50			
FORM III T(H)		50			
COMPREHENSION		Possible	#	#	
		ITEMS	ATTEMPTED	CORRECT	COMMENT
I T (F)		45			
M.I. Main Idea	1,8,15,17,23, 29,34,41	8			
I. Inference	3,4,7,10,12,14, 19,22,24,26,27, 30,32,33,36,38, 39,43,44,45	20			
FACTS	5,6,9,13,16,21 28,37	8			
W.K. Word Knowledge in Context	2,11,18,20,25, 31,35,40,42	9			
II T(G)		45			
M.I. Main Idea	7,11,19,25,29, 33,41	7			
I. Inference	1,3,8,9,10,12, 13,16,21,24,27, 31,32,34,36,39 40,42	18			
FACTS	5,15,17,20,22, 28,35,37,38	9			
W.K. Word Knowledge in Context	2,4,6,14,18,23, 26,30,43,44,45	11			
III T(H) Topic		45			
M.I. Main Idea	5,11,18,24, 31,37,43	7			
I. Inference	3,4,8,10,14,16, 20,21,22,28, 30,33,35,36, 40,41,44,45	18			
FACTS	1,7,9,12,13, 26,34,38	8			
W.K. Word Knowledge in Context	2,6,15,17,19, 23,25,27,29, 32,39,42	12			

PROFILE SHEET

Name: _____ Teacher's Name(s): _____
Official Class: _____ Date: _____

Reading Skills - Strengths (+) and Weaknesses (-)

I Word Attack		II Comprehension		III Study Skills	
1. Phonic Analysis	()	1. Facts and Details	()	1. Rate	()
2. Structural Analysis	()	2. Inference	()	2. Retention	()
3. Use of Context	()	3. Main Idea	()	3. Use of Graphic Aids	()
4. Sight Vocabulary	()	4.	()	4. Use of Reference Materials	()
5.	()	5.	()	5.	()

TESTING

A. Standardized Tests:

1. Date:	Test:	Form:	Level:	W.K.	R.C.	- Total	
				W.K.	R.C.		
Skill Areas: W.K.				M.I.	Inf.	Facts	W.K./Cont.

2. Date:	Test:	Form:	Level:	W.K.	R.C.	= Total	
				W.K.	R.C.		
Skill areas: W.K.				M.I.	Inf.	Facts	W.K./Cont.

3. Date:	Test:	Form:	Level:	W.K.	R.C.	- Total	
				W.K.	R.C.		
Skill areas: W.K.				M.I.	Inf.	Facts	W.K./Cont.

B. Individualized Diagnostic Tests

- Sight Vocabulary
Test: _____ Date: _____
Results: _____
- Phonic Inventory/Structural Analysis
Test: _____ Date: _____
Consonants- _____
Vowels- _____
Vowel Combination- _____
Consonant Blends/Digraphs- _____
Phonograms- _____
Results:
Final E (silent) _____
Prefixes- _____
Suffixes- _____
Roots- _____
Syllabication- _____
- Use of Context - Cloze Procedure
Test: _____ Date: _____
Results: _____
- Oral Reading (IRI, Spache, Gray, Gilmore)
Test: _____ Date: _____
Results: _____
Independent Level _____
Instructional Level _____
Frustration Level _____
Potential Level _____
Comments: _____
Characteristics:
1. Word by Word ()
2. Poor Phrasing ()
3. Lack of Expression ()
4. Poor Pitch ()
5. Poor Enunciation ()
6. Disregard of Punctuation ()
7. Use of Phonics ()
8. Use of Word Analysis ()
9. Unawareness of Errors ()
10. Head Movement ()
11. Finger Pointing ()
12. Loss of Place ()
Excessive Errors In:
1. Additions
2. Omissions
3. Repetitions
4. Substitutions
5. Reversals
6. Self-Corrections (+)
7. Mispronunciations

5. Physical Factors:
Vision _____ Hearing _____
General Health _____

GUIDE TO RECENTLY ACQUIRED TITLE I READING MATERIALS

MINI TAXONOMY

SAMPLE I

Phonics	Skill Areas					Name of Material	Approximate Grade Levels						Comments						
	Structural Analysis	Facts	Inference	Vocab. in Context	Main Idea		Study Skills	Easy		Medium		Hard		Adv.					
								1	2	3	4	5			6	7	8		
X	X	X	X	X	X	Barnell Loft Series													
X	X	X	X	X	X	Basic Reading Skills	X	B	C	D	E	F							See specific B/L titles
X	X	X	X	X	X	Be A Better Reader	X	X	X	X	X	X							May be used with or without tapes
X	X	X	X	X	X	Better Reading, Book I													Includes timed exercises
X	X	X	X	X	X	Clues 1, 2, 3		1	2	3									Diagnostic test included; tapes
						Consumer Education Series					X	X							Includes some Math computations
						Countries and Cultures					1	2	3	4	5	6			
						Critical Reading B,C,D			B	C	D								
						Crossword Puzzles for Reading and Thinking 3,6													
						Dimensions: American Album			3										
						: Manpower			1	2	3	4	5	6					
						Durrell Word Analysis Cards A,B,C													
						EDL Study Skills				A	B	C							
						Flash - X	X	X	X	X	X	X							
						Go Reading in the Content Areas 4,5,6		4,5	4,5,6	4,5,6	5,6	6							Word recognition and categorization
						Guided Reading : Looking Ahead		Hi A	Hi B	Hi C									Skills vary from card to card
						: Science													Machine
						: Social Studies				B	C	D	E	F					
						: Sports & Biography				B	C	D	E	F					
						Heath:Urban Reading Kits				B	C	D	E	F					
						Hip Readers 1,2	1	1,2	2	X	X	X							
						MacMillan Dictionary and Workbook													
						Map & Globe Skills													
						McCall-Crabbs A - E		A	A,B	B,C	C,D	D,E	E	F					
						Modern Short Biographies					X								
						Operation Alphabet 1,2	1	1,2	2										
						Phonics We Use A - G	A	B	C	D	E	F	G						
						Phonic Word Builder	X	X	X										
						Pictocab					X	X	X	X					
						Profiles					X								
						Programmed Phonics 1,2	X	X	X										
						Reading Attainment System I (Red)		Red	orange	green									
								brown	blue										
									purple										



Skill Areas

Phonics	Structural Analysis	Facts	Inference	Vocab. In Context	Main Idea	Study Skills	Name of Material	Approximate Grade Levels								Comments			
								1	2	3	4	5	6	7	8		Adv.		
X	X	X	X	X	X		Turning Point												
X	X	X	X	X	X		Vocabulator	X	X										
X	X	X	X	X	X		Voices from the Bottom								X	X			
		X					We Are Black		1,2						5	6			Rate building exercises
X	X						Webster Word Wheels	X	X										
		X	X	X	X		What's in a Name												
				X	X		Word SPY 3/6			3						6			Synonyms, Antonyms, Analogies
				X	X		Worldly Wise 1,2									X			
				X	X		World of Vocabulary 1			X									
							Paperback Series												
							Action, Double Action		X						X				
							Challenger		X						X				
							Classic Comics			X					X				
							King Comics	X	X	X					X				
							Pal Paperbacks		X	X					X				



BOARD OF EDUCATION OF THE CITY OF NEW YORK
 TITLE I HIGH SCHOOL READING PROGRAMS, 131 Livingston Street, Brooklyn, N. Y. 11236
 GUIDE TO SCIENCE LAB MATERIALS

SAMPLE J (Page 1)

Science Area	SKILL AREAS						Name of MATERIAL	GRADE LEVELS							COMMENTS		
	Vocabulary	FACTS	Inference	Con- text	Main Idea	other		Easy 4th	5th	Medium 6th 7th		8th	9th	10th		11th	12th
Foods	WD51				D51						X	X					Kit & Workbook should be used together, workbook first. Workbook covers range of skills in each unit. Reading selection in workbook is easier than skills in kit.
Fossils	WE52	D52				Classification D53											
Rocks	WD53				D53												
Force	WD54				D54												
Senses	WD55				D55												
Water Cycle	WD56					visualizing D56											
Light & Sound	WD57			D57		compari- son D57											
machines	WD58			D58													
Plant Classification	WD59					Note taking D59											
micro-organism	WD60			D60													
Classification	WE51			E51							X	X	X				
Earth's Rotation	WE52				E52												
Social Animals	WE53				E53												
Tides	WE54					Visualizing E54					X	X	X				
Reproduction	WE55			E55													
Volcanoes	WE56			F56													

See note above

Science Area	SKILL AREAS							Name of MATERIAL	GRADE LEVELS					COMMENTS
	Vocabu- lary	Facts	Infer- ence	Con- text	Main Idea	Other	Easy 4th 5th		Medium 6th 7th 8th	Hard 9th 10th 11th 12th				
Foods	WE57	E57				Notes Taking F58		CRL Kit E & Workbook E (WE)						See Note from previous page.
Space	WE58	E58			E60	Graphs, Charts Diagrams F59								
Ecology	WE59	E59				Notes Taking F51		CRL Kit F & Workbook F (WF)						
Evolution	WF51	F51				Graphs, Charts Diagrams F52			X	X	X			
Preserva- tion	WF52	F52				VISUALIZING F53								
Electricity	WF53													
Universe	WF54				F54									
Ecology	WF55				F55									
Immunology	WF56				F56									
Ocean- ography	WF57				F57									
Mountain Building	WF58				F58							X	X	
Wind	WF59				F59									
Nervous System	WF60				F60	Graphs, Charts Diagrams F60								
Life						Cause & Effect G31								
Science Surface & Erosion	WG31 WG32				G32	Outlining G32		CRL Kit G & Workbook G (WG)				X	X	X
Energy	WG33				G33									

GUIDE TO SCIENCE

LAB MATERIALS

Science Area	SKILL AREAS						GRADE LEVELS					COMMENTS				
	Vocabulary	Facts	Inference	Concept	Main Idea	Other	4th	Medium			12th					
								5th	7th	8th			9th	10th	11th	
Plant Structure	WG14		G34			Graphs, charts, diagrams G34									See Note previous page	
Weather	WG35	G35														
Metric System	WG36	G36														
Classification	WG37					Graphs, charts, diagrams G37										
Matter	WG38				G38											
Earth Structure	WG39					Graphs, charts, diagrams G39										
Cells	WG40					Graphs, charts, diagrams G40										
Communication Skills			"Read & Think" questions	"Use What You Have Learned & Think" questions											Selected Home Ac cards may be assigned for special projects	
Human Body	X						A	B	C	D	E					REXO Worksheets 1
Foods & Nutrition	X						X	X	X	X	X	X	X	X	X	Each unit covers aspects of a topic seven different ways
Transportation	X															Vocabulary covers extensive selection
Atomic Energy	X															Good for better s
Living Things	X															
Weather & Climate	X															
Earth & Oceans	X															

GUIDE TO SCIENCE

LAB MATERIALS

SAMPLE J (Page 4)

Science Area	SKILL AREAS					Name of MATERIAL	GRADE LEVELS					COMMENTS
	Vocabu- lary	Facts	Infer- ence	Con- text	Main Idea		Other	Easy 4th	Medium 6th 7th 8th	Hard 9th 10th 11th 12th		
Space	X					It's Your World Kit.						See Note previous page.
Energy Sources	X											
Chemistry	X	X	X	X	X	Learn About Atoms	X	X				
Physics	X	X	X	X	X	Learn About Energy Conversion	X	X				
Physics	X	X	X	X	X	Learn About Machines	X	X				
Chemistry	X	X	X	X	X	Learn About Molecules	X	X				
	X	X	X	X	X	Reader's Digest Science Readers Level 5	X					Questions on all comprehension areas on accompanying repro- graph masters.
	X	X	X	X	X	Level 6		X				Vocabulary questions included for each sto
	X	X	X	X	X	Level 7			X			
	X	X	X	X	X	Level 8			X			
	X	X	X	X	X	Level 9			X			
Sel. A Genetics			X	X	X	Reading Line Science Workbook				X	X	Questions concentrat on sentence structur
Sel. B Pollution			X	X	X							and use of language, including context and inference skills.
Sel. C Atoms			X	X	X							
Sel. D Rocket Engines			X	X	X							
Sel. E Visuals		X	X	X	X							
Sel. F Force			X	X	X							

GUIDE TO SCIENCE

LAB MATERIALS

SAMPLE J (Page 6)

Science Area	Skill Areas					Name of Material	Grade Levels							Comments				
	Vocabulary Part 1	Facts	Infer-ence	Con-cept	Main Idea		Easy		Medium		Hard							
							4th	5th	7th	8th	9th	10th	11th		12th			
Science Area	All	All			All	Springboards Science Kit	X	X										Range of Skills in each exercise. Stories include biographies of science and sports figures.
Energy Sources to Society					Selec-tions	Systems A Science Workbook									X			All comprehension skills are covered in each lesson. Most lessons include a question on calculation, using information contained in the lesson.
Machines																		
Heat																		
Sound																		
Light																		
Electricity																		
Magnetism																		
Nuclear Physics																		
Electricity																		
Chemistry																		

Science Area	SKILL AREAS					GRADE LEVELS				COMMENTS
	Vocabulary	Facts	Inference	Context	Main Idea	Other	Easy 4th 5th	Medium 6th 7th 8th	Hard 9th 10th 11th 12th	
Atoms and Molecules										
Elements										
Metals										
Organic Chemistry										
Earth History										
Land										
Sea										
Air										
Solar System										
Stars										
Moon and Planet										
Micro-Organism Biology										
Plants										
Animals										
Human Body										
Nervous System										

Name of MATERIAL
Systems 3 Science Workbook
(cont.)



SCIENCE AREA	SKILL AREAS				Name of MATERIAL	Easy 4th 5th	GRADE LEVELS						COMMENTS				
	Vocabulary	Facts	Infer-ence	Con-text			Main Idea	Other	6th	7th	8th	9th		10th	11th	12th	
Vegeta- tion and Circulatory Systems																	
Health																	
Being Live																	
List of Materials for Science Taxonomy																	
CCL Kits 5 workbooks, Levels D, E, F & G, Sussman Sales																	
Ecology Kit, SNA																	
It's Your World Kit & Geography Masters, Continental Press																	
Learn About Atoms, Energy Conversion, Machines & Molecules, booklets, Xerox																	
Reader's Digest Science Readers, Levels 5, 6, 7, 8, 9 and																	
Geography Masters, Reader's Digest Press																	
Reading Like Science Workbook, Cambridge																	
Science Reading Adventures, Books E and F, Xerox																	
Skills in Reading, Books I and II, Cambridge																	
Springboards Science Kit, Noble & Noble																	
Systems 3 Science Workbook, Pallatt																	

GUIDE TO SOCIAL STUDIES LAB MATERIALS

SAMPLE K (P. 1)

Social Studies Area	Word Analysis	Inference	Com-Text	Main Idea	Other	GRADE LEVELS						Comments	
						Easy 4th	5th	6th	7th	8th	9th		10th
Am. Hist.		(F)		N			2	3	4	5	6		
N. Hist.		(F)		M			1	2	3	4	5	6	
Geo.		(F)			Tables Graphs Charts Diagrams Cartoons								
Current Ev.		(F)		M			1	2	3	4	5	6	Reading level constant. However, since maps become more difficult, students must work sequentially.
Am. Hist. W. Hist.		(F)			Maps Scale Legends								
Current Ev. W. Hist. Am. Hist.		(F)		H	Skimming Library Index			1-3	4-8	9-13	14-20	21-27	Students should work in one area at a time.

- F - Fact
- I - Inference
- C - Context
- M - Main Idea
- O - Indicates material contains many exercises in the skill area.



Social Studies Area	Syllable	I	A	R	E	A	S	Name of Material WORKBOOK TYPE-MATERIALS	GRADE LEVELS			Comments			
									Easy 4th-5th	Medium 6th-7th	Hard 8th-9th				
So. Hist.	Phonics, Roots Affixes	F	I			M		HW: A BETTER READER	A	B	C	1	2	3	
W. Hist.								BARNHILL LOYD - MAIN IDEA - CONTENT - DRAWING CON.	E	F					Drawing Conclusions is much more difficult than publisher indicates. The "C" book is suitable only for good readers.
So. Hist.	Technical - Roots - AFFIXES - ROOTS							CAMBRIDGE--THE READING LINE Propaganda							Answers in back of book (green pages).
So. Hist.	Affixes, Roots	F	I			C		CAMBRIDGE--SKILL POWER SER. SKILLS IN READING					ONE TWO		Test on pp. 1-7 can be used as a SS diagnostic instrument. (Book 2)
So. Hist.								CAMBRIDGE--TELEVISION STORY GUIDE							Good for small group lessons.
W. Hist.								CRITICAL READING & LITERARY GUIDE--SOCIAL STUDIES F 41-50							Frequent changes in exercise format tend to upset students unless they are given help.
W. Hist.								CRL SKILL CARDS							
Cont. Issues								GUIDED READING STUDY GUIDE CONTEMPORARY ISSUES							above See/note on Critical Reading & List.
W. H.								GUIDED READING STUDY GUIDE HISTORY 11-20							" " " " " "

GUIDE TO SOCIAL STUDIES LAB MATERIALS

Social Studies Area	Skill Word	A R E A S			Other	Name of Material	G R A D E			E V E L S			Comments
		In-Par-Fac	Con-Non-Expt	Main-Topic			Easy 4th-5th	Medium 6th-7th	Hard 8th-9th	Easy 4th-5th	Medium 6th-7th	Hard 8th-9th	
Consumer Ed.	Analysis	F				WORKBOOK-TYPE MATERIALS INQUIRY: CONSUMER EDUCATION	↔						
Family		(F)				JUST MARRIED	↔						Math questions
Family		(F)				FAMILY OF FIVE	↔						Math questions
Law						THE LAW & YOU	↔						Does not have self-marking questions
Map Skills					Maps	MAP SKILLS (Continental Press)							Answers are right next to questions (Program material-style). If this is a problem, answers can be blackened out in all books but one.
Reading		(F)		M		MENTAL HEALTH	↔						Emotions, behavior, reality, problems.
Reading			(C)			MODERN BLACK STORIES			✓				No answer key available. Teacher must make one up.
Consumer Ed.		(F)				MODERN CONSUMER ED.	↔						
Ecology	Prefixes, Suffixes, Foreign words		(C)			NATIVE VOICES			✓				Ques. pp. 240-259. 28 essays (ecology, black consciousness, values, traditions, etc.)
			(C)			READING ROUND WORDS			F	G	H		Comes with cassettes.
					Skimming, Scanning, Speed	SKIM/SCAN ACTIVITY BOOK			F				

GUIDE TO SOCIAL STUDIES LAB MATERIALS

SAMPLE K (p. 4)

S K L U L	A R E A S	C H A P E R	L E V E L S			Comments
			Easy	Medium	Hard	
Spelling, Structure, Analysis, Affixes, Root	In-Comp-Can	Home of National				
Minority, Issues, Syllabication, Phonics	F I C M	VOICES FROM THE BOTTOM SELECTIONS FROM THE BLACK		O U I F E B R O W N		Teacher would be well advised to eliminate a portion of the ques. Questions much more difficult than reading selections, and often poorly drawn.
Comp., Affixes, Poets, Problem.	F I C M	SHORT WORLD BIOGRAPHIES				Short stories of 30 outstanding men and women.
Word Study, Technical Words	F	SKILLS FOR UNDERSTANDING MAPS & GLOBES (FOLLETT)				
Word Study, Analogies	C	SUCCESS WITH WORDS				Answer key at the end of each section.
Word Study, Analogies	C	UNDERSTANDING PEOPLE				Theme of the Family handled by 4 different authors--handsberry, Levenson
Word Study, Affixes, Poets	C	WORDS TO THE WISE				Answers at bottom of page.
Word Study, Analogies	C	WORD OF VOCABULARY	3	3		

GUIDE TO SOCIAL STUDIES LAB MATERIALS

SAMPLE K (P. 5)

Social Studies Area	S K I L L A R E A S			C. Dev.	Name of Material	G R A D E L E V E L S			Comments
	Word Analysis	Infer-Participation	Non-Participation			Easy	Medium	Hard	
Africa Black Studies	Gen. Vocab.	F		Maps	THE AFRICAN EXPERIENCE THE BLACK EXPERIENCE				Answers are in front of book.
		F		Fact/Opin. Writer's Purpose Propaganda	CRITICAL READING SKILLS				Answers are open to question.
9th Grade Area St. W. Hist. Am. Hist. Africa				Maps	MAP OUTLINES ASIA EUROPE UNITED STATES LATIN AMERICA AFRICA WORLD				
Am. Hist. Eco. Law	Technical Voc.				SEARCH VISUALS SOCIAL STUDIES READING SKILLS CROSSWORD PUZZLES				Excellent for end-of-period assignment
Am. Hist. W. Hist.	Gen. Vocab.			Point of View Sequence Sources Fact/Opin.	CRITICAL THINKING SKILLS				Cases elicit opinions but do not provide appropriate legal background.
Law					COURTROOM CASES				



GUIDE TO SOCIAL STUDIES LAB MATERIALS

SAMPLE K (p. 6)

Social Studies Area	S K I L L A R E A S			Name of Material	G R A D E L E V E L S					Comments
	Word Analysis	Inference	Comparison		Easy? 4th	Medium 6th	Hard 8th	Hard 9th	Hard 10th	
Eco.				MATERIALS FOR SMALL GROUP INSTRUCTION						deals with very sophisticated economic concepts--tax policy, money, GNP, prices, scarcity, etc.
Am. Hist. Technical Voc				ADVENTURES OF PRIMERO DINERO SUPERHEROES OF MACROECONOMICS						
Am. Hist. Technical Voc				CHANNING L. BETE PAMPHLETS Executive Branch Judicial System Declaration of Independence Bill of Rights Nature of Economics U. S. Market System Money and Banking Man's Economic Wants Inflation						
Eco.										
Am. Hist. Vocabulary				FUN ACTIVITIES IN AM. HIST.						Good group activity for "odd" days.
Gov. Eco.				SCHOLASTIC SIMULATIONS Shipwreck & Other Gov. Games On Strike & Other Eco. Games						Plays--Good group activity for "odd" days.
				Dictionary Time Order Cause/Effect.						Excellent for small group lessons in Main Idea, Context, Inference.
Am. Hist.				DIPLOMACY - BOARD GAME						Quite a difficult game which takes several hours to complete. Good as an end-of-the-term activity.

Vocabulary Context

Skill	Level	Material	Page or Card Color	Comments
Context Clues	E	Across and Down - Scope/Word Skills 1-30	All	Cross word puzzles on various topics.
Context Clues	E	Barnell Loft Ltd. - Using Context B, C	All	
Context Clues	E	Building Reading Power - 3 Context Clues Books 1-8	All	
Context Clues	E	I.R.P. Book 1	1d, 2c, 3d- 1, 4c, 6d, 9c	Use in connection with Chapter 13 in Reading Skills
Context Clues	E	Skillspellers	Red, Blue Green	
Context Clues	E	Double Action Kit, book 102	16	All stories deal with word meaning in context.
Context Clues	E	Reading Attainment I	49	All skill cards.
Context Clues	E-M	Reading Development Kit A	86	Getting Started Section, all cards.
Context Clues	H	Reading Development Kit B	86	Getting Started Section, all cards.
Context Clues	M	Reading Attainment II	49	All skill cards.
Context Clues	H	Barnell Loft - Words to Hear, Words to Meet, Words to Eat	46	
Context Clues	H	Turner - Looking for a job	pp 24, 34, 47	p 21 - crossword
Context Clues	H	Turner - The Newspapers You Read	p 15	crossword puzzle

SAMPLE 1

READING TAXONOMY PAGE 48

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

SAMPLE M

MATERIALS GUIDE

This guide is offered as an aid to familiarize you with the scope of some of the materials in your skills center. It will provide you with an overview. This is not a taxonomy. Please refer to the taxonomy to determine which materials to prescribe to remediate the specific areas of weakness which you have diagnosed.

<u>MATERIAL</u>	<u>READING LEVEL</u>	<u>SKILLS</u>
Action Kits	2.0-4.0	
For secondary students who haven't progressed beyond primary stage in reading skill, especially word recognition.		
		<u>STORY #</u>
<u>Book I</u>	2.0-2.2	1. compound words, main idea, details 2. -er, main idea, details 3. silent e, long a, main idea, details 4. silent e, long i, main idea, details
<u>BOOK II</u>	2.2-2.5	1. long o, silent e, sequence, main idea, details 2. -gh silent, sequence, main idea, details 3. -ened- sounds like end, sequence, main idea, details 4. contraction, finding proof, sequence, main idea, details 5. -kn- k is silent, finding proof, sequence, main idea, details 6. before e, l, y, - g often sounds like j (gin) finding proof, sequence, main idea, details 7. before e, a, i, - c often sounds like s, finding proof, sequence, main idea, details
<u>BOOK III</u>	2.6-2.9	1. -ea often sounds like long e (sea), inference, finding proof, sequence, main idea, details 2. -oa often sounds like long o (goat), inference, finding proof, sequence, main idea, details 3. -ea sounds like long e, inference, finding proof, sequence, main idea, details 4. prefix un means opposite, inference, finding proof, sequence, main idea, details 5. -ou often sounds like ow (count), inference, finding proof, sequence, main idea, details 6. -oi often sounds like oy, inference, finding proof, sequence, main idea, details 7. abbreviation - inference, finding proof, sequence, main idea, details 8. suffixes - inference, finding proof, sequence, main idea, details
Double Action	3.0-5.0	
<u>TAXONOMY OF READING MATERIALS</u>		
<u>BARNELL-LOFT</u>		
<u>SPECIFIC SKILLS</u>		
A	1	Vocabulary-Context Clues, working with
B	2	sounds comp.-Main Idea, Following Directions,
C	3	Drawing Conclusions, Locating Answers, Get-
D	4	ting Facts, Detecting the Sequence.
E	5	
F	6	
<u>Be A Better Reader</u>	Bk A 4.0	Vocabulary in Content areas, Comprehensive
	Bk B 5.0	skills, word attack skills, study skills, all
	Bk C 6.0	grouped around units in social studies, math,
	Bk I 7.0	science
	Bk II 8.0	
	BkIII 9.0	

<u>MATERIAL</u>	<u>READING LEVEL</u>	<u>SKILLS</u>
Challenger Books- Multi-Ethnic Series	4-6	Comp.-Literal, interpretive Voc.-Phonetic-structural word analysis
Clues for Reading Progress 3 Magazines dealing with phonetic analysis and structural analy- sis - each magazine is accom- panied by an instructional tape	2.0-5.0	Comp. of words in context of sentence Very good for second-language students
<u>Dimensions in Reading-</u> "An American Album"		Comprehension Interpretation Reasoning Critical thinking
Lev. 1	3.0-3.9	
Lev. 2	4.0-4.9	
Lev. 3	5.0-5.9	
Lev. 4	6.0-6.9	
Lev. 5	7.0-7.9	
Lev. 6	8.0-8.9	
<u>We Are Black</u>		
1-20	2.0	Vocabulary-Context clues
21-40	2.5	Comp.-Literal
41-60	3.0	Interpretive
61-80	4.0	
81-100	5.0	
101-120	6.0	
<u>EDL Controlled Reader</u>		
BA	2.0	Vocabulary
CA	3.0	Comprehension
DA	4.0	Rate of Speed
EA	5.0	
FA	6.0	
<u>EDL Flash-X</u>		
Hand Tachistoscope & cards	NA-Non-reader RA-1.0 - 2.0 CA-2.0 - 3.0	1.0 Sight words Visual Discrimination
<u>EDL STUDY SKILLS (Kits)</u>		
Box C	4.0	Comp.-Study Skills: Science
D	5.0	
E	6.0	
F	7.0	
CC	4.0	Comp.-Study Skills: Social Studies
CD	5.0	
CE	6.0	
CF	7.0	
CC	4.0	Comp.-Study Skills: Reference
CD	5.0	
CE	6.0	
CF	7.0	
<u>FUN WITH WORDS</u>	A-C 0-3.0 D 4.0 E 5.0 F 6.0	Analogy, Discrimination; needs student tutor or para to read the cards to very poor reader
<u>KING COMICS</u>		Motivation, phonics
<u>LISTENING WITH A PURPOSE</u>		Comp.-Descriptions, Facts & Main Idea, Logical Concl. Hidden Purpose,.....
Tapes with workbook- giving self-contained lessons on listening skills		

<u>MATERIAL</u>	<u>READING LEVEL</u>	<u>SKILLS</u>
<u>PICTOCABULARY 111 & 222</u> Words to Eat Words to Meet Words to Wear What's in a Name	5-10	Vocabulary-General
<u>PROGRAMMED PHONICS 1 & 2</u> Cassettes & Workbooks		Phonics, structural analysis
<u>PROGRAMMED READING FOR ADULTS</u>	non-reader	Begin with teaching alphabet
<u>READING ATTAINMENT SYSTEM I (Red)</u> red, orange, brown green, blue, purple	3.0-3.9 4.0-4.9	Comp.-General Comp. Recalling Specifics, Incidents and Facts, Inference, Drawing Conclusions
<u>READING ATTAINMENT SYSTEM II (Green)</u> maroon and orange grey and green blue and violet	4.5 5 6	Vocab.-Examples in Reading and Word Attack Skills Spelling Alphabetizing Prefixes - Suffixes
<u>READERS DIGEST ADULT READERS</u>	2.0-3.0	Twelve adult level books with comprehensive questions
<u>READING FOR CONCEPTS</u> A 1.6-2.2 B 2.2-2.0 C 2.9-3.5 D 3.6-4.2	1.6-6.7 E 4.3-4.9 F 4.9-5.5 G 5.5-6.1 H 6.1-6.7	Comp.-Each article related to an underlying concept from 13 <u>academic</u> <u>areas</u>
<u>READING FOR UNDERSTANDING</u> Junior	1-2 3-6 7-15 16-29 30-39 40-49 50-57 58-65 66-74 75-80	2.8-3.0 3.1-3.9 4.0-4.9 5.0-5.9 6.0-6.9 7.0-7.9 8.0-8.9 9.0-9.9 10.0-10.9 11.0-11.3
<u>REAL STORIES I</u>	4.0-5.5	Comp.-Inferences, Context
<u>REAL STORIES II</u> Selections from newspapers and magazines with exercises of <u>gradually increasing</u> <u>difficulty</u> . Each selection builds on previous one	4.0-7.0	Voc.-Up to 10 new words in each lesson General Context Clues Structural Analysis Comp.-Main idea Details Sequence Cause and Effect Inference Prediction of Outcome Organization Number Concepts
<u>SCHOLASTIC CO.</u>	4 4.0 5 5.0 6 6.0 7 7.0 8 8.0	Vocabulary of comprehension in subject areas
<u>SKILL PACERS (Red)</u>	2.0-3.5	Comp.-Main idea Metaphor, symbols, Details, Sequence, Q. & A., Predicting, Cause and Effect, References, Summarizing, Inference, Grouping, Interp.,

<u>MATERIAL</u>		<u>READING LEVEL</u>	<u>SKILLS</u>
<u>SKILL PACERS (Blue)</u>		3.5-5.0	Comp.-Main Idea, Details, Seq., Loc. Ans..... (Same as above)
See above			
<u>SRA III B</u>	Blue	5.0	Vocabulary-Context Clues, Phonic and Structural
	Rose	5.5	Word - Study Skills
	Brown	6.0	Comp.-Information Gathering, Inference, Critical, Main Idea, Details
	Green	7.0	
	Red	8.0	
	Tan	9.0	
	Gold	10.0	
	Aqua	11.0	
	Purple	12.0	
<u>Tactics in Reading I</u>		9.0	Vocabulary-Context Structure Sound Dictionary Common Foreign Roots Imagery Comprehension-Sequence Sentences Inferences Paragraphs
(35 copies each of 50 cards)			
<u>UNDERSTANDING WORD GROUPS</u>	Bk A	1.0	Sentence Structure
	Bk B	2.0	
	Bk C	3.0	
	Bk D	4.0	
	Bk E	5.0	
	Bk F	6.0	
<u>WORD ANALYSIS PRACTICE CARDS</u>	A	4.0	Vocabulary-General through association
	B	4.5-5.5	Good for second language students
	C	5.5-6.0	

ASSIGNMENT SHEET - PROGRESS CHART

NAME: _____ Teacher's Name(s) _____
 Off. Cl. _____ Section: _____

Fall _____ Spring _____ 197 _____ Sheet # _____ Score: _____

Skill: _____

Material - Assignment	Date Comp.	Score	Score						
			50	60	70	80	90	100	

Skill: _____

Material - Assignment	Date Comp.	Score	Score						
			50	60	70	80	90	100	

Skill: _____

Material - Assignment	Date Comp.	Score	Score						
			50	60	70	80	90	100	

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SAMPLE 0

UNIFORM ANSWER SHEET

STUDENT NAME _____

MON _____	TUES _____	WED _____	THURS _____	FRI _____
Skill	Skill	Skill	Skill	Skill
Material	Material	Material	Material	Material
Color/Card/Page	Color/Card/Page	Color/Card/Page	Color/Card/Page	Color/Card/Page
1.				
2.				
3.				
4.				
5.				
# right				
Score				

Comments: _____



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CONVERSION TABLE

SAMPLE P

FOR COMPUTING PERCENTAGE

		TOTAL NUMBER QUESTIONS																													
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
N U M B E R	1.	20	17	14	13	11	10	9	8	8	7	7	6	6	6	5	5	5	5	4	4	4	4	4	4	4	3	3			
	2	40	33	29	25	22	20	18	17	15	14	13	13	12	11	11	10	9	9	9	8	8	8	7	7	7	6				
	3	60	50	43	38	33	30	27	25	23	21	20	19	18	17	16	15	14	14	13	13	12	12	11	11	10	10				
	4	80	67	57	50	44	40	36	33	31	29	27	25	24	22	21	20	19	18	17	17	16	15	15	14	14	13				
	5	100	83	72	63	56	50	45	42	39	36	33	31	29	28	26	25	24	23	22	21	20	19	19	18	17	16				
	6		100	86	75	67	60	55	50	46	43	40	38	35	33	32	30	29	27	26	25	24	23	22	22	21	20				
	7			100	88	79	70	64	58	54	50	47	44	41	39	37	35	33	32	30	29	28	27	26	25	24	23				
	8				100	89	80	73	67	62	57	53	50	47	44	42	40	38	36	34	33	32	31	30	29	28	27				
	9					100	90	82	75	69	64	60	56	53	50	47	45	43	41	39	37	36	35	33	32	31	30				
	10						100	91	83	77	71	67	63	59	56	53	50	47	45	43	42	40	38	37	36	34	33				
R I G H T S	11						100	92	85	79	73	69	65	61	58	55	52	50	47	46	44	42	41	39	38	37					
	12							100	92	86	80	75	71	67	63	60	57	54	52	50	48	46	44	42	41	40					
	13								100	93	87	81	76	72	68	65	63	59	56	55	52	50	48	46	44	43					
	14									100	93	87	82	78	74	70	67	63	60	58	56	54	52	50	48	47					
	15										100	94	87	83	79	75	71	68	65	62	60	53	56	54	52	50					
	16											100	94	89	84	80	76	72	69	67	64	62	60	58	56	54					
	17												100	94	89	85	81	77	74	71	68	65	63	61	59	57					
	18													100	95	90	86	81	78	75	72	69	67	65	62	60					
	19														100	95	91	86	82	79	76	73	70	68	65	62					
	20															100	95	90	86	83	80	77	74	71	69	67					
	21																100	95	90	87	84	81	78	75	72	70					
	22																	100	96	92	88	85	81	79	76	74					
	23																		100	96	92	88	85	83	79	77					
	24																			100	96	92	89	86	83	80					
	25																				100	96	93	88	86	83					
	26																					100	96	93	90	87					
	27																						100	96	83	70					
	28																							100	96	94					
	29																								100	97					
	30																									100					

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GROUP PROFILE SHEET—COMPREHENSION SKILLS

SAMPLE Q

<u>STUDENT</u>	<u>MET COMP. SCORE</u>	<u>MAIN IDEA</u>	<u>INFERENCE</u>	<u>DETAILS</u>	<u>VOCABULARY IN CONTEXT</u>	<u>OTHER</u>



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 TITLE 1 HIGH SCHOOL READING PROGRAMS

GROUP PROFILE SHEET - PHONIC SKILLS

SAMPLE R

STUDENT	CONSONANTS			VOWELS				SYLLABICATION									
	Initial & final consonants	Initial consonant blends	Consonant digraphs	Short vowels	vowel + e rule	Long	2 adjacent vowels	Long	Vowels with r	Diphthongs	Other vowels	vc/cv	v/cv or vc/v	-/c+le	root/root	Prefix/root	root/suffix

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TITLE I HIGH SCHOOL READING PROGRAMS

Leonard Kantrowitz
Supervisor

SAMPLE S

STUDENT INTERVIEW

Name _____ Reading Class _____

UNDERLINE OR FILL IN THE ANSWER THAT BEST DESCRIBES YOU.

1. I was born in (a) the United States (b) Haiti (c) Jamaica (d) Puerto Rico
(e) China (f) Other Country _____
2. I have lived in the United States (a) all my life (b) 1 year (c) 3 years
(d) 5 years (e) more than 5 years
3. The language we speak at home is (a) English (b) Spanish (c) Chinese
(d) French (e) Other Language _____
4. I have _____ sisters and _____ brothers
5. My three choices for a possible career are: (a) teaching (b) computer
programming (c) nursing (d) police work (e) social work (f) medicine
(g) medical technology (h) dentistry (i) mechanics (j) engineering
(k) art (l) music (m) _____
6. (a) I do like to read. (b) I do not like to read.
7. The books I have enjoyed most are:
 - 1.
 - 2.
 - 3.
8. I like to read about the following subjects: (a) love and romance (b) sports
(c) mystery (d) true life stories (e) science fiction (f) animals
(g) people in other countries (h) Other _____
9. I read magazines (a) never (b) sometimes (c) most of the time
10. My favorite magazines are: (a) Sports Illustrated (b) Reader's Digest
(c) Ebony (d) Ingenue (e) Seventeen (f) Popular Mechanics (g) Essence
(h) Jet (i) Car and Driver (j) Photography (k) Others _____
11. I like to do the following in my spare time: (a) play on a team (b) work
(c) Babysit (d) watch TV (e) draw or paint (f) go to movies
(g) homework (h) work as a tutor (i) Other _____
12. I think I need help in (a) vocabulary (b) study skills (c) reading
comprehension (d) reading faster (e) concentrating more (f) pronunciation
(g) spelling (h) following directions (i) Other _____

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TITLE I HIGH SCHOOL READING PROGRAMS

SAMPLE T

INDEPENDENT READING RECORD

Student _____

Date Borrowed	Name of Book/Article	Date Returned	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

THE ROLE OF THE EDUCATIONAL ASSISTANT IN THE FUNDED TITLE I READING PROGRAMS

First, it cannot be overemphasized that the assistant hired by Title I funds is responsible only to such programs. The paras must work only with and for eligible Title I pupils. This mandate precludes department-wide or school-wide responsibilities such as assisting the chairman, working in the deans' office, making entries on pupils' records on a school-wide basis and similar assignments.

The teacher and the aide are partners in instruction. Provision should be made for planning together, for conference, for guidance by the teacher on procedures the aide should follow. There should be regular planning sessions in addition to periodic conferences when the need arises.

1. At beginning of class: A para's primary responsibility is to work with students. This is not the time for doing clerical work. Help distribute folders. Help kids begin working by answering questions about assignments, location of materials, etc. Help students decipher assignments and find the materials; don't do it all for them. You should know the materials, where they are kept, and what the teacher's abbreviations mean.

2. During the class: Work with a few students selected in partnership with the teacher. You might work with poor readers on Operation Alphabet, flash cards, drills, or phonics exercises. You might play scrabble or other word games with a small group of students. You might also move around the room the way the teacher does, answering questions, checking kids' progress, making sure they check wrong answers to discover what they're doing wrong, etc.

Use your judgment about what to do in situations where you can't consult with the teacher right away. Does the student need additional review? An easier or more difficult assignment? If so, do it, and be sure to tell the teacher afterwards.

A few minutes before the end of class, remind students to finish their work and record what they have done. Help them replace materials and put folders away. Check to make sure that cards and workbooks are put away rather than kept in folders - someone else may need them later in the day!

Compliment a kid on his/her improvement. Comfort somebody who's having a hard time. Show you care. This may be one of the most important contributions you can make.

GENERAL ROUTINES

- 1) Review results of diagnostic tests with teacher.
- 2) Review teacher prescriptions for remediation of individual students.
- 3) Become acquainted with the reading material in the skills center.
- 4) Provide one-to-one tutoring based on the teacher's diagnosis of the students' disabilities.
- 5) Learn the operation of the reading equipment in the skills center.
- 6) Assist the students with utilization of this equipment.
- 7) Maintain the reading kits, library materials and reading equipment.
- 8) Hold small group discussions with students about the books they are reading.
- 9) Assist the student to reorganize the reading skills involved in the workshop activities.
- 10) Assist students in the preparation and production of materials to reinforce basic skills.
- 11) Encourage students to talk about their experiences and prepare plays and short stories to read in small groups.
- 12) Assist in maintaining records in the reading lab. (attendance, reading scores, marking reading tests).