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ABSTRACT
              Designed to assist the observer in the understanding
of the Group Reading Interaction Pattern Observation Instrument
(GRIP) training manual, this programmed review contains a series of
coding activities provided for the purpose of determining if each
observer can differentiate between the categories and subcategories
of the instrument as well as understand how behaviors are coded using
the instrument. Coding exercises are provided for the following
categories: (1) the activity/material grid; (2) context; (3) time and
context; (4) sets purpose; (5) vocabulary; (6) engagement; (7) past
learning; (8) introduction of lesson; (9) question and answering; and
(10) feedback, command, social comments, and practice/application.
Appendixes include answers to the scripts as well as blank
interaction charts. An abridged version of the programmed review is
also included. (HOD)

GROUP READING INTERACTION

PATTERN OBSERVATION INSTRUMENT:

(GRIP)

PROGRAMMED REVIEW

(Long Research Form)

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HOW TO USE THIS BOOKLET

The Group Reading Interaction Pattern Observation Instrument:
Programmed Review is designed to assist the observer in the under-
standing of the GRIP Training Manual (Research Form-L). It contains
a series of coding activities provided for the purpose of determining
if each observer can differentiate between the categories and sub-
categories of the instrument as well as understand how behaviors
are coded using GRIP. It also provides practice exercises that
must be completed prior to the viewing of tapes related to teacher-
pupil interaction and/or actual classroom observations.

Effective use of this booklet can be accomplished by attending
to the following steps:

1. Cover the answer portion of the page with a sheet of paper.

2. After you have responded to the directions provided, slide
   the paper down to expose the correct response.

3. If you have responded incorrectly, review the section
   in the GRIP manual which corresponds to the category or
   subcategory in which you are being tested.

Activity/Material Grid

Code the following behaviors in the Activity/Material Grids provided
below.

1. The teacher and eight pupils are silently reading a basal reader
   story. All are involved. Three pupils are actively taking a math
   test. Of the nine pupils who are suppose to be completing an
   assignment in their reading workbook, only one is on task. The
   remainder of these pupils are talking to each other. Five pupils
   are actively reading their trade books. Seven pupils are assigned
   to a listening activity. Of these seven pupils, three are walking
   around the room.

ACTIVITIES \ MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction										
2. Verbal Assignment										
3. Silent Reading										
4. Oral Reading										
5. Discussion										
6. Written Assign.										
7. Assessment										
8. Waiting										
9. Transition										
10. Out of room										
11. Other:										

Number Check: # of adults _____   # of pupils _____

' Correct coding for Activity/Material Grid: Example 1.

ACTIVITIES	MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction											
2. Verbal Assignment											
3. Silent Reading		T 8/8		5/5							
4. Oral Reading											
5. Discussion											
6. Written Assign.			1/9								
7. Assessment										3/3	
8. Waiting											
9. Transition											
10. Out of room											
11. Other: Listening							4/T				

Number Check: # of adults ___1___ # of pupils 32

2. Eight pupils have just been dismissed from the reading circle and are enroute to their desks. The teacher has asked a new group of four pupils to come to the reading circle. These pupils are now enroute to the reading circle. Three pupils are waiting for further instructions from the teacher. Thirteen pupils have been asked to read their trade books silently. Three of these thirteen pupils are talking.

ACTIVITIES	MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction											
2. Verbal Assignment											
3. Silent Reading											
4. Oral Reading											
5. Discussion											
6. Written Assign.											
7. Assessment											
8. Waiting											
9. Transition											
10. Out of room											
11. Other:											

Number Check: # of adults _____   # of pupils _____

Correct coding for Activity/Material Grid: Example 2.

ACTIVITIES	MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction											
2. Verbal Assignment											
3. Silent Reading					10/13						
4. Oral Reading											
5. Discussion											
6. Written Assign.											
7. Assessment											
8. Waiting									3/3		
9. Transition									12/10		
10. Out of room											
11. Other:											

Number Check: # of adults 1   # of pupils 28

3. Five pupils are discussing the results of a written reading test with the teacher. All are involved. An adult volunteer and a pupil are taking turns reading aloud from a trade book. A student teacher is giving an assignment in the reading workbook to eight pupils. Five pupils in the student teacher's group are talking. Twelve pupils are working independently on a reading assignment on dittos. Three of these twelve pupils are coloring instead.

ACTIVITIES	MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8. No Material	9. Nonreading Materials!	10. Other:
1. Instruction											
2. Verbal Assignment											
3. Silent Reading											
4. Oral Reading											
5. Discussion											
6. Written Assign.											
7. Assessment											
8. Waiting											
9. Transition											
10. Out of room											
11. Other:											

Number Check: # of adults _____   # of pupils _____

Correct coding for Activity/Material Grid: Example 3.

ACTIVITIES \ MATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction										
2. Verbal Assignment		ST 3/8								
3. Silent Reading										
4. Oral Reading				V 4/1						
5. Discussion			T 5/5							
6. Written Assign.					9/12					
7. Assessment										
8. Waiting										
9. Transition										
10. Out of room										
11. Other:										

Number Check: # of adults __3__   # of pupils __26__

Context Category

Write the coding symbols for the following types of groupings or ability levels in the space provided.

1. achievement grouping	_____	a
2. skills grouping	_____	s
3. peer-tutorial grouping	_____	p
4. interest grouping	_____	i
5. research grouping	_____	r
6. high-ability	_____	H
7. medium-ability	_____	M
8. low-ability	_____	L
9. combination of abilities	_____	C

Write the coding symbols for the following general skill areas in the space provided.

1. whole word/sight	_____	w
2. vocabulary	_____	v
3. phonetic analysis	_____	pa
4. structural analysis	_____	sa
5. contextual analysis	_____	ca
6. literal comprehension	_____	lc
7. inferential comprehension	_____	ic
8. evaluative comprehension	_____	ec
9. comprehension (general)	_____	c
10. study skills	_____	ss
11. research skills	_____	ss
12. nonreading	_____	0

Write the coding symbols for the following materials in the space provided.

1. basal reader	_____	b
2. workbook	_____	w
3. reading test	_____	t
4. trade book	_____	tb
5. ditto	_____	d
6. flashcards	_____	fc
7. audio-visual	_____	av
8. chalkboard	_____	c
9. magazines	_____	m
10. newspaper	_____	m
11. reference book	_____	r
12. paper and pencil	_____	pp
13. no material	_____	n
14. nonreading	_____	0

If you missed any of the above, complete the next page.

Write the coding symbols for the following types of groupings or ability levels in the space provided.

1. medium-ability	_____		M
2. low-ability	_____		L
3. combination of abilities	_____		C
4. high-ability	_____		H
5. peer-tutorial grouping	_____		p
6. research grouping	_____		r
7. skills grouping	_____		s
8. achievement grouping	_____		a
9. interest grouping	_____		i

Write the coding symbol fro the following general skill areas in the space provided.

1. whole word/sight	_____		w
2. vocabulary	_____		v
3. study skills	_____		ss
4. nonreading	_____		0
5. literal comprehension	_____		lc
6. research skills	_____		ss
7. evaluative comprehension	_____		ec
8. inferential comprehension	_____		ic
9. structural analysis	_____		sa
10. phonetic analysis	_____		pa
11. contextual analysis	_____		ca
12. comprehension (general)	_____		c

Write the coding symbols for the following materials in the space provided.

1. nonreading	_____		0
2. newspaper	_____		m
3. flashcards	_____		fc
4. workbook	_____		w.
5. basal reader	_____		b
6. reading test	_____		t
7. magazine	_____		m
8. chalkboard	_____		c
9. no material	_____		n
10. paper and pencil	_____		pp
11. reference book	_____		r
12. trade book	_____		tb
13. ditto	_____		d
14. audio-visual	_____		av

Time and Context Categories

Code the following behaviors in the Time and Context category provided

1. At 9:00, 11 pupils in a low-ability group are receiving instruction related to phonetic analysis. The teacher is using the chalkboard to assist instruction.

2. At 10:15, an 18 pupil all-level skills group is receiving instruction on the use of context clues. A ditto is being referred to as instruction takes place.

3. At 9:50, the teacher is administering a reading achievement test to the entire class.

4. At 8:30, the teacher is presenting sight words on flashcards to a group of 10 pupils in the average-ability reading group.

5. At 2:30, the teacher and a three person interest group are discussing their group project. No materials are being used.

6. At 1:30, the teacher and a group of eight low-ability pupils are reviewing a lesson on propaganda techniques. A transparency on the overhead projector contains various statement used to sell projects.

7. The teacher and a 12 person high-ability group are checking an assignment related to outlining articles in their workbook.

8. The teacher and a nine person high all-level research group are listening to a record about law in the community.

9. The teacher is telling one pupil how to help another pupil (who is watching) how to find the main ideas in a paragraph.

10. The teacher and 13 high-ability pupils are reading silently in their basals.

11. The entire class is reading their classroom newspaper silently.

Time:	# of participants	Type of group/Abil.	Lesson Focus	Material Focus
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

Context

Correct Coding for Time and Context categories.

Time:	# of participants	Type of group/Abil.	Lesson Focus	Material Focus
		Context		
1. 9:00	11	a	pa	c
2. 10:15	18	c	oa	d
3. 9:50	W	f	c	t
4. 8:30	10	M	W	fc
5. 2:30	3	f	l	n
6. 1:30	8	4ec	c	
7.	12	M	ss	wb
8.	9	c	o	ar
9.	2		lc	
10.	13	M	c	b
11.	W	c	c	m

b discussing group project

<u>Sets Purpose Category</u>

Code the following purpose-setting examples under the appropriate subcategory in the Sets Purpose category provided.

1. Read to page 210 to find out what hap-
   pens to the boy on the way home from
   school.

2. The purpose for learning this genera-
   lization is so that whenever you en-
   counter an unknown word that has a "c"
   you will know if it has an "s" or a
   "k" sound.

3. Written on the board: Today's lesson
   is to learn how to alphabetize by the
   first letter.

4. We must learn this skill so that you
   will do well on your test tomorrow.

5. It is important to learn how to alpha-
   betize so that you can effectively
   use the dictionary and encyclopedia.

6. After you read this chapter, I am
   going to ask you questions about
   what you read; so read it well.

7. Written on the board: Read to find
   out the following:.....

8. I am teaching you this strategy so that
   you will be a better reader.

9. These rules are important for you
   to remember if you want to spell well.

10. Written on the board: Objective:
    To answer at least 8 out of the 10
    comprehension questions correctly.

11. Read this section carefully so that
    you will remember this information
    on the next test.

	Sets Purpose			
	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)
1.				
2.				
3.				
4.				
5.				
6.				
7				
8.				
9.				
10				
11				

Correct coding for Sets Purpose category.

	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)
Sets Purpose				
1.			T	
2.	T			
3.		T		
4.			T	
5.	T			
6.			T	
7.				T
8.	T			
9.	T			
10.				T
11.		T		

Vocabulary Category

Code the following vocabulary presentation behaviors under the appropriate subcategory in the Vocabulary category provided.

1. *T: Today's vocabulary words are "expository" and "narrative."

2. The pupil uses a new vocabulary word in a sentence.

3. T: Find the word "malice" in today's story.

4. The teacher flashes sight word cards to the pupils.

5. Words are written in a column on the chalkboard.

6. The teacher uses the new vocabulary word in a sentence.

7. The teacher writes words with their definitions in a column on the chalkboard.

8. The teacher presents a chart with the vocabulary words written in a sentence.

9. The teacher writes the new words in a list on the chalkboard then tells pupils to find these words in the basal reader.

10. After reading a sentence in which the new vocabulary word is found, pupils are told to use the new word in their own sentence.

11. Word phrases in which the new vocabulary words are included are presented on phrase cards.

	Vocabulary						
	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

---

*T: = Teacher says
 P: = pupil says
 P1: = pupil referenced as pupil 1 says.

Correct coding for Vocabulary category.

	Vocabulary						
	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:
1	T						
2				P			
3					T		
4						T	
5	T						
6				T			
7	T						
8		T					
9	T			T			
10		T	T				
11						T	

Engagement Category

In the situation described below, pupils are about to read a story about a mischieveous cat who turns the house into shambles. Determine if each of the following behaviors is a motivational technique. If it is not a motivational technique, leave the line of coding blank. If it is, code it under the appropriate subcategory in the Engagement category provided.

1. T: Look at the pictures in your story and see if you can figure out what this story is about.

2. T: Do any of you have a pet that is mischieveous?

3. T: Today's story is about a mischieveous cat.

4. T: I have a cat at home that is so mischieveous that he......

5. T: The cat in your story is a very mischieveous cat. Read to find out how he gets in trouble.

6. The pupils and teacher talk about mischieveous things that their animals have done.

7. T: What does the word mischieveous mean?

8. T: I have a mischieveous cat at home He is so mischieveous that one day he........... I just happen to have a picture of my cat.

	Engagement				
	Question	Discussion	Statement	Visual	Other:
1					
2					
3					
4					
5					
6					
7					
8					

Correct coding for Engagement category.

	Engagement				
	Question	Discussion	Statement	Visual	Other:
1.				T	
2.	T				
3.					
4.		T			
5.					
6.		T			
7.					
8.			T	T	

1ο

Past Learning Category

Determine if each of the following behaviors is an example of past learning.
If it is not an example of past learning, leave the line of coding blank.
If it is an example of past learning, code the behavior under the appro-
priate subcategory in the Past Learning category provided.

1. T: Remember, in yesterday's lesson
   we learned that when a "c" is
   followed by an "e", "i", or "y",
   it sounds like an "s".

2. T: Does anyone know what famous person
   was born on February 12th?

3. T: Who remembers what the name of this
   type of graph is?

4. The teacher and pupils work examples
   of a previously learned lesson on
   the board prior to beginning a new
   lesson.

5. The teacher and pupils talk about a
   previously read portion of a story that
   they are in the process of reading.

6. The pupils take a test on the material
   that they learned the previous day.

7. T: What are some questions that we can
   ask ourselves as we read the story?

	Past Learning				
	Question	Discussion	Statement	Written Ex.	Other:
1					
2					
3					
4					
5					
6					
7					

Correct coding for Past Learning category.

	Past Learning				
	Question	Discussion	Statement	Written Ex.	Other:
1			T		
2					
3	T				
4				T	
5		T			
6					
7	T				

2ᵢ

Introduction of Lesson

Code the following script in the appropriate subcategories by removing one
Interaction Chart from Appendix B and marking it as each behavior in the
script occurs. The correct coding can be found in Appendix A. Although
the script focuses on the introduction of the lesson, it may be necessary
to use subcategories from other parts of the instrument.

Script:

Setting: The teacher and five high ability pupils are seated around a table with
their basal reader. On the chalkboard is written: Todays: lesson: To learn
how to use the glossary.

8:30 T: Last week we learned what the title page and the table of contents are
used for. What information can be found on the title page?

P1: (Calls out) The title of the book.

P2: (Calls out) The author's name.

P3: (Calls out) Isn't there something about who published the book?

T: You're right. Let's turn to the title page to see if you can find all
the information you mentioned. ıı

(Teacher and pupils turn to the title page)

You were right. Everyone now turn to the table of contents.

(Teacher and pupils turn to the table of contents)
Janice, on what page does Chapter one start?

P5: Page 12.

T: Sue, what is the name of Chapter 5?

P2: Fantasyland.

T: How many stories do we have in this chapter? (T. continues questioning Sue.)

P2: five

T: What is the name of the third story, Mary?

P1: Cinderella

T: Beth, on what page is the glossary?

P3: On page 269.

8:37 T: Today, we are going to learn what the glossary is used for so that we
        will know how to use it as we read in the future.
        Turn to the glossary. A glossary is a mini-dictionary of words found
        in the book that may be difficult for you. This is an example of a
        glossary.

Code the following lesson presentation behaviors under the appropriate subcategory in the Lesson category provided.

1. During this week I want you to write a story about your favorite place in the world.

2. The teacher models a self-questioning strategy.

3. P1: The reason that I chose this answer is because the other choices do not make sense.

4. Pupil 3 reads a poem to the class.

5. The teacher corrects pupil 4 three times as pupil 4 reads orally.

6. The teacher reiterates an assignment.

7. A group of five pupils are reading their tradebook to themselves.

8. Pupil 5 reads the answer to a homework assignment upon the request of the teacher.

9. The teacher tells a group of pupils how to use the dictionary.

10. The teacher tells pupils that later that week they will finish reading a story.

11. The teacher calls out the correct answer for each problem assigned for a previous homework assignment.

LESSON									
Behavior									
Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									

Correct coding for Lesson category.

	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections
LESSON										
Behavior										
1.	T									
2.		T								
3.			T							
4.									3	
5.									4	III
6.					T					
7.								5		
8.							5	5		
9.	T									
10.	T									
11.							T			

Lesson category (cont'd)

12. The word is 'migrate', 'migrate'.

13. For example, if I were to complete this assignment, I would read all the choices within the blank then decide which one makes the most sense.

14. Pupil 5: When a "g" is followed by an "i" it makes a sound like a "j".

15. The teacher is reading a story to the class.

16. T: For homework, do pages 30 and 31.

17. T: The answer is correct because the two words have nearly the same meaning.

	LESSON									
	Behavior									
	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections
12										
13										
14										
15										
16										
17										

Correct coding for Lesson category (cont'd).

	LESSON									
	Behavior									
	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections
12						T				
13				T						
14	5									
15									T	
16		T								
17			T							

Lesson Category

Code the following script in the appropriate subcategories by removing
one Interaction Chart from Appendix B and marking it as each verbal be-
havior in the script occurs. The correct coding can be found in Appendix
A. Although the script focuses on the lesson presentation behaviors, it
may be necessary to use subcategories from other parts of the instrument.

Script

Setting: The teacher and an all-level skills group are seated around a table
with their basal reader. There are five people in the group.

9:12 T: Today we are going to learn another part of your book. As you remember,
this week so far we learned about the title page and the table of contents.
Today we are going to learn about the glossary. Turn to page 236. This
is where your glossary is. (Teacher checks to see that all pupils are on
the right page.)
    A glossary is a collection of words from the book that y ou are reading.
It has words that you might have difficulty with. See if the word "cat" is
in your glossary. Mary, is the word "cat" in your glossary?"

P1: No

T: Why do you think that this word is not in your glossary, Sue?"

P2: Because it is an easy word.

T: Is the word "catastrophe" in your glossary, Beth?

P3: yes

T: You're right. Words in the glossary are there to help you say them to
. help you understand what they mean. You use the glossary just as
you use the dictionary. The words are in alphabetical order. So if
I want to find the word "beckoning" I will turn to the "b" section
like this. (Teacher holds up her glossary and moves her finger to the
"b" section, then glides her finger down the list of words until
she find the word "beckoning as she speaks.)
    I know that the second letter in "beckoning" is an "e" so
I find the "b-e"s and move my finger down the list of words until
I find the "b-e-c"s , then I look for the word "beckoning".
I want each of you to find the word "malice" in the glossary, now.

(Pupils look through the glossary until they find the word "malice.".
The teacher observes to see if all pupils are doing this correctly.)

Donna, what does the word "malice" mean according to your glossary?

P4: intent to cause harm.

T: Let's find the word "condor" in your glossary.

(Pupils search their glossary for the word "condor".

Mary, what does the word "condor" mean according to your glossary?

P1: a very large vulture having the neck and head bare and the plumage dull black with a down white neck.

9:25 T: Your assignment today is to find the following words in the glossary. When you find them write their definitions and use them in a sentence.

Code the following dialogues under the appropriate subcategory in the Questioning and Answering categories provided.

1. T: Mary (pupil 1), what is the name
   of the boy in the story?
   P1: John Sebastian (correct response)

2. T: What is the capital of Texas?:
   Listen carefully; what is the
   capital of Texas?
   P3: Austin (P3 has not been acknow-
   ledged.)

3. T: How would you have felt if you had
   been Jim, Sue (pupil 5)?

4. Mary, (pupil 1) would you please
   close the door?

5. T: We all know the answer to this
   question, don't we?

6. T: How many brothers and sister did
   Hah-nee have?
   (pupil 5 raises hand and teacher
   calls on him)
   P: Three (wrong answer)

7: T: How does this story make you
   feel, Sue (pupil 5)?
   P5: Sad
   T: What in the story makes you
   feel sad?
   P5: Because the boy and the mother
   don't get along very well. They
   always argue.

8. T: Where did Rose find her skates,
   Cliff (pupil 3)
   P3: I don't know?
   T: He found them in the backyard
   behind the tree.

9. T: Why did the grandmother protest
   the condition of the playground?
   P5: (without being acknowledged by
   the teacher) Her granddaughter got
   hurt the year before.(correct response)

10. T: What is national news, Joe (pupil 7)
    P7: It's a type of news.
    T: It is a type of news. Can
    you think of the type of news
    that it is from the meaning of
    the word "national?"
    P7: Oh, it is news that happens
    somewhere in our country.

	QUESTIONING							Selection				ANSWERING				
	Types											Types				
	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs		Right	Wrong	Incomplete	D.K.	T. gives answer
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																

3.1

Correct coding for Questioning and Answering categories.

	QUESTIONING Types						QUESTIONING Selection				ANSWERING Types				
	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T. gives answer
1	T						T₅				1				
2	T	T								3	3				
3		T					T₅								
4				T			T₁								
5				T											
6	T								T₅		5				
7		T						T₅			5				
		T									5				
8	T						T₃							3	T
9	T									5	5				
10	T						T₇						7		
			T				1								

Feedback, Command, Social Comments, and Practice/Application Categories

Code the following statements under the appropriate Feedback or Command subcategory or the Social Comments or Practice/Application category.

1. T: Shut the door (to pupil 3).

2. T: Tell me the name of the boy in the story, John (pupil 4).

3. T: Stop your talking (to pupils 3 and 4).

4. T: I sure like the way that you are walking quietly to the reading circle (to pupil in area a).

5. T: Your answer is correct (to pupil 6).

6. T: To see if you really understand this activity, we will do page 23 now.

7. P3: You look very pretty today, Ms. Smith.

8. T: Read the story to yourself (to a five person group).

9. T: The time to sharpen your pencil is before class and not now (to pupil 1).

10. T: That's a very good answer (to pupil 5).

11. T: I want each of you to read from your trade book for the remainder of the period.

	FEEDBACK				COMM.			
	Acad.	Dis.						
	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Correct coding for Feedback, Command, Social Comments and Practice/Application categories.

| | FEEDBACK | | | | COMM. | | | |
| | Acad. | | Dis. | | | | | |
	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
1						T3		
2					T4			
3			Tpu					
4			Ta					
5	Ta							
6								T
7							3	
8				Tis				
9			Ti					
10	Ts							
11								T

Questioning, Answering, Feedback, Command Categories

Code the following script in the appropriate subcategories by removing one Interaction Chart from Appendix B and noting each behavior as it occurs in the script. The correct coding can be found in Appendix A. Although the script focuses on the Questioning, Answering, Feedback, and Command categories, it may be necessary to use subcategories from other parts of the instrument.

Script

Setting: The teacher and a low-ability achievement group are seated around a table. They have just finished reading a story in their basal readers. There are five pupils in this group.

9:22 T: Mary, what was Ali's prized possession? (Mary = pupil 1)

P1: His horses

T: How large was Omar's share of the horses when Ali died, Sue? (Sue = pupil 2)

P2: One third of the horses.

T: You are incorrect. What was the ordinal position of Omar's birth?

P2: First-born.

T: What fraction of the horses did the father want to give to his first-born?

P2: Oh yes, one-half of the horses.

T: Good. What problem did the three sons have when trying to divide the horses, Beth? (Beth = pupil 3).

P3: There were 17 horses and you can't divide 17 horses in half, in thirds or in ninths.

T: Good. Donna, who helped the sons solve the problem? (Donna = pupil 4.)

P4: The village sage.

T: How did the village sage help?

P4: He gave the sons his own horse and told them to divide the horses in half, thirds, and ninths with his own horse in the group.

(Mary and Sue begin talking to each other.)

T: Please stop your talking.

T: Janice, what reward did the sage get for solving the son's problem? (Janice = pupil 5.)

P5: They gave him a horse.

T: Was this really a new horse?

P5: no, it was really his own horse.

T: So did they really give him a horse?

P5: No, he really got his own horse back.

T: Do you think that Ali was a rich or a poor man?

P1: A poor man.

T: Tell me why you think that he was poor.

P1: Because he owned no land, houses, or money.

T: Sue, do you think that Ali was a rich or a poor man?

P2: I think that he was rich because he had 17 horses and he felt like those were his treasures, so he felt rich.

T: Can you be rich without having a lot of money, Beth?

P3: Yes, because some things that don't cost money make you feel rich.

T: Like what, Beth?

P3: Like happiness.

T: Donna, do you think that you can be rich without having a lot of money?

P4: Yes, because other things can make you rich. You can have property.

P5: (calls out) I don't think you can. I think you need a lot of money to be rich.

P2: I know a man with a lot of money and property. He owns a building, I think that he is a rich man.

9:35 T: Return to your seats and do the assignments that I gave you yesterday.
(Pupils return to their seats.)
I like the way that Mary is walking to her seat quietly and quickly.

Code the following scripts in the appropriate subcategories by
removing one Interaction Chart from Appendix B and noting each
behavior as it occurs in the scripts. The correct coding can be
found in Appendix A. The two scripts provided include behaviors
from various subcategories.

Whole Lesson- Script 1

Setting: Five low ability pupils seated around a table without materials.

9:00 T: Last week we learn what a synonym was. Who remembers what a synonymn is? (Sue raises her hand) Sue?

P2: They are words that have almost the same meaning.

T: Donna, can you tell me a synonym for the word joy?

P4: happiness.

T: Good. What is a synonym for the word car, Janice.

P5: automobile.

T: Take out your workbook and turn to yesterday's homework on synonyms. Let's go around the circle. Read the word and tell me the word that you said was its synonym.

P1: buffalo- ox

P2: gratitude - thankfulness

P3: holy - religious.

P4: opinion - belief

P5: plea - request

P1: trample - crush.

9:09 T: You did very well on your assignment.

Today we are going to learn about antonyms. Antonyms are words that have opposite meanings. For example, the opposite of night is day. Mary, what is the opposite of happy.

P1: Sad.

T: Donna, can you tell me the antonymn of wrong?

P4: incorrect.

T: No, wrong and incorrect are synonyms. Remember an antonymn is the opposite of a word. What is the opposite of the word "wrong."

P4: right.

T: Good.

T: Sue, can you tell me the opposite of the word heavy?

P2: light.

Whole lesson - Script 1- p.2

T: Beth, tell me the antonym of the word "false".

P3: True

9:15 T: Turn to page 36 in your workbook. On this page there a list of...
word pairs. You are to go down the list and indicate whether the
pair of words is a synonym or an antonym by placing an "s" if it
is a synonym and an "a" if it is an antonym.

Now look at page 37. The instructions tell you to read the word
and write the synonym for the word in the space next to it.

On page 38 you are to read the word and write the antonym next to
the word.

9:18 Spend the next half hour completing these three pages at your desk.
You are dismissed. (pupils walk to their seats.)

Mary, walk quietly to your seat. Sue, I like the way you starting
working immediately without talking to your neighbor.

Whole Lesson - Script 2

Setting: Five average ability pupils seated around a desk with their
         basal readers.

9:10   T: Let's read our sight words together. (Teacher flashes wordcards with
           sightwords)

       P1-5: were, was, guess, had, one, once, have, what, when, where, wrong,
             I, it, am, wash, every, ever.

9:13   T: Open your basals to page 32. What is the name of the reading selection?

       P3: (Calls out.) A Day with the Circus.

       T: From the title of the story, what do you think this story will be about,
          Mary.

       P1: Going to the circus.

       T: Look through the pictures for a minute and see if you can figure out
           what the story might be about. (pupils do this)

       P2: (Calls out) It looks like it is about somebody who joined the circus
           for a day.

       (Donna raises her hand.)

       T: Donna?

       P4: The last picture shows the girl waking up. I think this is all a dream.

       T: On the board are your vocabulary words. Please read the words, Sue.

       P2: helium, costume, chartreuse.

       T: As you read the story, see if you can figure out what they mean from
           the sentence.   Read your story to find out if you guessed what the
           story is about from the pictures.

9:19   (Pupils read for 10 minutes.)

9:29   T: What was this story about, Mary?

       P1: A girl who loved the circus. She was going the next day so when she
           fell asleep she dreamed that she was in the circus.

       T: What circus acts did she do in her dreams, Sue?

       P2: Well first she tamed the lions, then she walked the tightrope.

       T: There was one more thing that she did. Can you tell me, Donna?

       P4: She did tricks on the trampoline.

T: What happened when she woke up, Janice?

P5: She was happy and they went to the circus.

T: Beth, how would you have felt is you were a circus star for the day.

P3: I think it would be really neat. I would like to be an acrobat or a clown.

9:35 T: For your assignment, I would like each of you to write a short story about being in the circus for the day.

APPENDIX A

(Answers to Scripts)

Introduction of Lesson (from pages 20-21)

Name: ___ Date: ___ Sequence: 1 2 3 4 5 6 7 8 9 10 Observer: ___

Time	Context				Sets Purpose					Vocabulary							Engagement					Past Learning					Behavior											Types						Selection				Types					Acad.	Dis.	Comm.			
	No. of participants	Type of group/Abil.	Lesson Focus	Material Focus	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other	Question	Discussion	Statement	Visual	Other	Question	Discussion	Statement	Written Ex.	Other	Gives info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restate?	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
8:30	5	2/	SS	b		T											T 3		T																										2	1				T	T					T	T		
																																			T T T						T5 T2 T1 T3			5 2 1 3	2											
8:37					T																																																				T		

Lesson Category (from pages 26-27)

Name: _____ Date: _____ Sequence: 1 2 3 4 5 6 7 8 9 10 Observer: _____

Time	Context				INTRODUCTION OF LESSON																	LESSON											QUESTIONING										ANSWERING					FEEDBACK				COMM.			
					Sets Purpose			Vocabulary							Engagement					Past Learning			Behavior										Types					Selection				Types				Acad.		Dis.					
	# of participants	Type of group/Abil.	Lesson Focus	Material Focus	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other	Question	Discussion	Statement	Visual	Other	Question	Discussion	Statement	Written Ex.	Other:	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
9:12	5	✓	SS	b															T								T										T						T₁				1										T			
																										T										T						T₂			2													
																										T																T₃			3					T							
																										T	T																												T			

Questioning, Answering, Feedback, Command Categories (from pages 32-33)

Name: Date: Sequence: 1 2 3 4 5 6 7 8 9 10 Observer:

Section	Columns
Context	Nr. of participants; Type of group/Abil.; Lesson Focus; Material Focus
INTRODUCTION OF LESSON — Sets Purpose	Cont-Spec. (Verb); Cont-Spec. (Wrt); Less-Spec. (Verb); Less-Spec. (Wrt.)
Vocabulary	Verbal Pres.; Lists; Writ-Context; Oral-Context; Text; Wordcard; Other:
Engagement	Question; Discussion; Statement; Visual; Other:
Past Learning	Question; Discussion; Statement; Written Ex.; Other:
LESSON — Behavior	Gives Info.; Gives assignment; Demonstrates; Discusses correct.; Expands; Repeats; Corrects work; Reads silently; Reads orally; Corrections
QUESTIONING — Types	Direct; Open-ended; Restates; Probe/Cues; Nonacademic; Rhetorical
Selection	Preselect; Nonvolunteer; Volunteer; Call-outs
ANSWERING — Types	Right; Wrong; Incomplete; D.K.; T. gives answer
FEEDBACK — Acad.	Positive Fdbk.; Negative Fdbk.
FEEDBACK — Dis.	Positive Fdbk.; Negative Fdbk./Com.
COMM.	Academic Com.; Nonacademic Com.; Social Comments; Practice/Application

Time: 9:22 ... 9:35

(Form filled in with observation tallies for columns: Questioning Types — Direct (T marks), Probe/Cues (T T), Selection (T1, T2, T3, T4, T5), Answering Types Right (1,2,3,4,5), Feedback entries (T), Comm (T, T2).)

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Whole Lesson Script 1 (from pages 35-36)

Name:　　　　Date:　　　　Sequence: 1 2 3 4 5 6 7 8 9 10　　　　Observer:

		INTRODUCTION OF LESSON						LESSON		QUESTIONING		ANSWERING	FEEDBACK		COMM.
Context		Sets Purpose	Vocabulary	Engagement	Past Learning			Behavior		Types	Selection	Types	Acad.	Dis.	

Column headers (left to right):

- Time
- No. of participants
- Type of group/Abil.
- Lesson Focus
- Material Focus
- **Sets Purpose:** Cont-Spec. (Verb), Cont-Spec. (Writ), Less-Spec. (Verb), Less-Spec. (Writ.)
- **Vocabulary:** Verbal Pres., Lists, Writ-Context, Oral-Context, Text, Wordcard, Other
- **Engagement:** Question, Discussion, Statement, Visual, Other
- **Past Learning:** Question, Discussion, Statement, Written Ex., Other
- **Behavior:** Gives Info., Gives assignment, Demonstrates, Discusses correct., Expands, Repeats, Corrects work, Reads silently, Reads orally, Corrections
- **Types:** Direct, Open-ended, Restates, Probe/Cues, Nonacademic, Rhetorical
- **Selection:** Preselect, Nonvolunteer, Volunteer, Call-outs
- **Answering Types:** Right, Wrong, Incomplete, D.K., T. gives answer
- **Acad.:** Positive Fdbk., Negative Fdbk.
- **Dis.:** Positive Fdbk., Negative Fdbk./Com.
- Academic Com., Nonacademic Com.
- Social Comments
- Practice/Application

Time	Notes
9:00	
9:09	
9:15	
9:18	T. group returns to seats.

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Whole Lesson Script 2 (from pages 37-38)

Name: ___ Date: ___ Sequence: 1 2 3 4 5 6 7 8 9 10 Observer: ___

Time	# of participants	Type of group/Abil.	W. Lesson Focus	Material Focus	Cont-Spec. (Verb)	Kont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other	Question	Discussion	Statement	Visual	Other	Question	Discussion	Statement	Written Ex.	Other	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T. gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application
9:10	5	2/3	W																																5																					T			
9:13		C	b																							T											T								T₁	3 3										T			
						1 2 4		T									T		1																							2											T			
		V	c							2																T								2									4											T₂ T			
9:19 / 9:29		C	b		T								T																			3		T T T						T₁ T₂ T₄ T₅ T₃ T₅	2	L 4 5 3	2											
9:35																	T																																								

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APPENDIX B

(Blank Interaction Charts)

Name: _____ Date: _____ Sequence: 1 2 3 4 5 6 7 8 9 10 Observer: _____

	Context				INTRODUCTION OF LESSON																								LESSON												QUESTIONING												ANSWERING					FEEDBACK				CONT.			

Introduction of Lesson — Sets Purpose; Vocabulary; Engagement; Past Learning

Lesson — Behavior

Questioning — Types; Selection

Answering — Types

Feedback — Acad; Dis.

Column labels:
- # of participants
- Type of group/Abil.
- Lesson Focus
- Material Focus
- Cont-Spec. (Verb)
- Cont-Spec. (Writ)
- Less-Spec. (Verb)
- Less-Spec. (Writ.)
- Verbal Pres.
- Lists
- Writ-Context
- Oral-Context
- Text
- Wordcard
- Other
- Question
- Discussion
- Statement
- Visual
- Other
- Question
- Discussion
- Statement
- Written Ex.
- Other
- Gives Info.
- Gives assignment
- Demonstrates
- Discusses correct.
- Expands
- Repeats
- Corrects work
- Reads silently
- Reads orally
- Corrections
- Direct
- Open-ended
- Restates
- Probe/Cues
- Nonacademic
- Rhetorical
- Preselect
- Nonvolunteer
- Volunteer
- Call-outs
- Right
- Wrong
- Incomplete
- D.K.
- T gives answer
- Positive Fdbk.
- Negative Fdbk.
- Positive Fdbk Com.
- Negative Fdbk. Com.
- Academic Com.
- Nonacademic Com.
- Social Comments
- Practice/Application

Time: _____

Name: Date: Sequence: 1 2 3 4 5 6 7 8 9 10   Observer:

Section	Sub-section	Columns
Context		# of participants; Type of group/Abil.; Lesson Focus; Material Focus
INTRODUCTION OF LESSON — Sets Purpose		Cont-Spec. (Verb); Cont-Spec. (Writ); Less-Spec. (Verb); Less-Spec. (Writ.)
INTRODUCTION OF LESSON — Vocabulary		Verbal Pres.; Lists; Writ-Context; Oral-Context; Text; Wordcard; Other:
INTRODUCTION OF LESSON — Engagement		Question; Discussion; Statement; Visual; Other:
INTRODUCTION OF LESSON — Past Learning		Question; Discussion; Statement; Written Ex.; Other:
LESSON — Behavior		Gives Info.; Gives assignment; Demonstrates; Discusses correct.; Expands; Repeats; Corrects work; Reads silently; Reads orally; Corrections
QUESTIONING — Types		Direct; Open-ended; Restates; Probe/Cues; Nonacademic; Rhetorical
QUESTIONING — Selection		Preselect; Nonvolunteer; Volunteer; Call-outs
ANSWERING — Types		Right; Wrong; Incomplete; D.K.; T. gives answer
FEEDBACK — Acad.		Positive Fdbk.; Negative Fdbk.
FEEDBACK — Dis.		Positive Fdbk.; Negative Fdbk./Com.
COMM.		Academic Com.; Nonacademic Com.
		Social Comments; Practice/Application

Time. (row entries column, blank data rows)

Name: Date: Sequence: 1 2 3 4 5 6 7 8 9 10   Observer:

	Context				Sets Purpose				INTRODUCTION OF LESSON — Vocabulary							Engagement					Past Learning				LESSON — Behavior											QUESTIONING — Types					Selection				ANSWERING — Types					FEEDBACK — Acad		Dis.		COMM.			
Time	# of participants	Type of group/Abil.	Lesson Focus	Material Focus	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard	Other:	Question	Discussion	Statement	Visual	Other:	Question	Discussion	Statement	Written Ex.	Other:	Gives info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk./Com.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Application

Name: _____ Date: _____ Sequence: 1 2 3 4 5 6 7 8 9 10 Observer: _____

	INTRODUCTION OF LESSON						LESSON				QUESTIONING			ANSWERING	FEEDBACK		COMM.	
Context	Sets Purpose	Vocabulary		Engagement	Past Learning		Behavior				Types		Selection	Types	Acad.	Dis.			

Column headers (left to right):

Time | # of participants | Type of group/Abil. | Lesson Focus | Material Focus | Cont-Spec. (Verb) | Cont-Spec. (Writ) | Less-Spec. (Verb) | Less-Spec. (Writ.) | Verbal Pres. | Lists | Writ-Context | Oral-Context | Text | Wordcard | Other | Question | Discussion | Statement | Visual | Other | Question | Discussion | Statement | Written Ex. | Other | Gives Info. | Gives assignment | Demonstrates | Discusses correct. | Expands | Repeats | Corrects work | Reads silently | Reads orally | Corrections | Direct | Open-ended | Restates | Probe/Cues | Nonacademic | Rhetorical | Preselect | Nonvolunteer | Volunteer | Call-outs | Right | Wrong | Incomplete | O.K. | T. gives answer | Positive Fdbk. | Negative Fdbk. | Positive Fdbk. | Negative Fdbk./Com. | Academic Com. | Nonacademic Com. | Social Comments | Practice/Application

Name: Date: Sequence: 1 2 3 4 5 6 7 8 9 10 Observer:

| | | INTRODUCTION OF LESSON | | | | LESSON | QUESTIONING | | ANSWERING | FEEDBACK | | COMM. |
| Context | Sets Purpose | Vocabulary | Engagement | Past Learning | Behavior | Types | Selection | Types | Acad. | Dis. | |

Column headings (left to right):

Time

Context: # of participants | Type of group/Abil. | Lesson Focus | Material Focus

Sets Purpose: Cont-Spec. (Verb.) | Cont-Spec. (Writ.) | Less-Spec. (Verb) | Less-Spec. (Writ.)

Vocabulary: Verbal Pres. | Lists | Writ-Context | Oral-Context | Text | Wordcard | Other:

Engagement: Question | Discussion | Statement | Visual | Other:

Past Learning: Question | Discussion | Statement | Written Ex. | Other:

Lesson — Behavior: Gives Info. | Gives assignment | Demonstrates | Discusses correct. | Expands | Repeats | Corrects work | Reads silently | Reads orally | Corrections

Questioning — Types: Direct | Open-ended | Restates | Probe/Cues | Nonacademic | Rhetorical

Questioning — Selection: Preselect | Nonvolunteer | Volunteer | Call-outs

Answering — Types: Right | Wrong | Incomplete | D.K. | gives answer

Feedback — Acad: Positive Fdbk. | Negative Fdbk.

Feedback — Dis.: Positive Fdbk. | Negative Fdbk./Com.

Comm.: Academic Com. | Nonacademic Com. | Social Comments | Practice/Application

GROUP READING INTERACTION PATTERN

OBSERVATION INSTRUMENT - MASTERY LEARNING FORM

PROGRAMMED REVIEW

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Kansas State University

How to Use this Booklet

The Group Reading Interaction Pattern Observation Instrument Programmed Review (Mastery learning form) is designed to assist the observer in understanding the training manual. It contians a series of coding activities provided for the purpose of determining if each observer can differentiate between the categories and subcategories of the instrument as well as understand how behaviors are coded using GRIP . It also provides practice exercises that must be completed prior to viewing of tapes and classroom situations.

Effective use of this booklet can be accomplished by attending to the following steps.

1. Cover the answer portion of the page with a sheet of paper.

2. After you have responded to the directions provided, slide the paper down to expose the correct response.

3. If you have reposnded incorrectly, review the secion in the GRIP training manual (mastery learning form) that corresponds to the category or subcategory in which you are being tested.

Activity/Material Grid

Code the following behav⁻ ·s in the Activity/Material Grids provided
below.

1. Science scenario:

The teacher and three randomly selected students are receiving
instruction in their science text books. One of the three students is
daydreaming. Three other randomly selected students are listening
to a science movie in one corner of the room. All are involved.

ACTIVITY/MATERIAL GRID Time:	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other
Intervals 1 2 3 4 5 6											
Activities											
1. Instruction											
2. Verbal Assign											
3. Silent Rding.											
4. Written Assign.											
5. Assessment											
6. Waiting											
7. Transition											
8. Out of Room											
9. Other:											

Correct coding for science scenario.

ACTIVITY/MATERIAL GRID Time:	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr. Content area Matrl.	Other
Activities (Intervals 1 2 3 4 5 6)											
1. Instruction		T,3/3									
2. Verbal Assign											
3. Silent Rding.											
4. Written Assign.											
5. Assessment											
6. Waiting											
7. Transition											
8. Out of Room											
9. Other: movie							3				

2. Math scenario.

The teacher is sitting at her desk grading math papers while four of the randomly selected students are completing a written assignment on dittos. Of these four students only two are actively involved in the assignment. The other two randomly selected students are actively working math problems on the chalkboard.

ACTIVITY/MATERIAL GRID Time:	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other
Intervals 1 2 3 4 5 6											
Activities											
1. Instruction											
2. Verbal Assign											
3. Silent Rding.											
4. Written Assign.											
5. Assessment											
6. Waiting											
7. Transition											
8. Out of Room											
9. Other:											

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Correct coding for math scenario.

ACTIVITY/MATERIAL GRID Time:	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr. Content area Matrl.	Other
Activities											
1. Instruction											
2. Verbal Assign											
3. Silent Rding.											
4. Written Assign.					2/4		2/2				
5. Assessment											
6. Waiting											
7. Transition											
8. Out of Room											
9. Other: grading					T						

Intervals
1 2 3 4 5 6

3. Reading scenario.

Two randomly selected students are actively discussing the results of a written reading test with the teacher. An adult volunteer and one randomly selected pupil are reading a trade book together. A student teacher is giving an assignment related to their reading workbook to two students. One student in the student teacher's group is doodling. The remaining randomly selected pupil is completing a ditto independently.

ACTIVITY/MATERIAL GRID Time:	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other
Activities Intervals 1 2 3 4 5 6											
1. Instruction											
2. Verbal Assign											
3. Silent Rding.											
4. Written Assign.											
5. Assessment											
6. Waiting											
7. Transition											
8. Out of Room											
9. Other:											

Correct coding for reading scenario.

ACTIVITY/MATERIAL GRID Time:	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other
Activities											
1. Instruction											
2. Verbal Assign			ST/₁₂								
3. Silent Rding.					V/₁/₁						
4. Written Assign.						I/₁					
5. Assessment			T₃/₁₂								
6. Waiting											
7. Transition											
8. Out of Room											
9. Other:											

Intervals 1 2 3 4 5 6

Physical Context Category

Write the coding symbols for the following types of grouping or ability levels in the space provided.

1. achievement grouping   _____   a

2. skills grouping   _____   s

3. peer-tutorial grouping   _____   p

4. interest grouping   _____   i

5. research grouping   _____   r

6. high ability   _____   H

7. medium ability   _____   M

8. low ability   _____   L

9. combination of abilities   _____   C

_____

Try again

medium ability   _____   M

low ability   _____   L

combination of abilities   _____   C

high abilities   _____   H

peer-tutorial   _____   p

research grouping   _____   r

skills grouping   _____   s

achievement grouping   _____   a

interest grouping   _____   i

Material focus

Write the coding symbols for the following materials in the space provided.

Material		Symbol
text	_____	txt
workbook	_____	w
trade book	_____	tb
ditto	_____	d
flashcards	_____	fc
audio-visual	_____	av
chalkboard	_____	c
magazine	_____	m
newspaper	_____	m
reference book	_____	r
paper and pencil	_____	pp
no material	_____	n
nonreading	_____	o

Try again

Material		Symbol
nonreading	_____	o
newspaper	_____	m
flashcards	_____	fc
workbook	_____	w
text	_____	txt
test	_____	t
magazine	_____	m
chalkboard	_____	c
no material	_____	n
paper and pencil	_____	pp
reference book	_____	r
trade book	_____	tb
ditto	_____	d
audio-visual	_____	av

Time and Physical Context + Lesson focus

Code the following behaviors under the correct subcategory.

1. At 9:00, 11 students in a low ability group are receiving instruction in their science text.

2. At 10:15 an all-level skills group is receiving instruction on the use of context clues. A ditto is being referred to as instruction occurs. There are 18 students in the group.

3. At 9:50, the teacher is administering a math text to the entire class.

4. At 8:30, the teacher is presenting multiplication flashcards to 10 students in the average ability group.

5. At 2:30, the teacher and a 3 person interest group are discussing a social studies project. No materials are being used.

6. At 1:30, the teacher and a group of 8 low-ability students are reviewing a lesson on propaganda techniques. A transparency on the overhead contains various statements used in advertising to sell products.

7. The teacher and a 12 person all-level research group are listening to a record about law in the community at 2:30.

8. The teacher and a 9 person high ability group are checking an assignment in their map skills work-book at 11:30.

9. At 3:00, the teacher is telling one pupil how to help another pupil, who is watching, how to teach him to find the main idea in a paragraph.

TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

C O
PHYS. IN

Correct coding for Time, Physical Context, & Lesson Focus subcategories.

TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus
1. 0:00	11			
2. 10:15	18		d	context clues
3. 9:50	W		+	math
4. 5:30	10	A	fc	multiplication
5. 2:30	3	n		social studies project
6. 1:30	8	c		propaganda
7. 2:30	12	av		law in community
8. 11:30	9	w		maps skills assign.
9. 3:00	2	p		main idea

Column group header: C O N — PHYS. | IN

Instructional Context subcategories

Code the following statement under the correct instructional context subcategory.

1. Read to page 210 to find out what happened to the boy on the way home from school

2. The answer to problem 2 is 46.

3. Let's see if you understand. Try this problem on the board.

4. It is important to learn how to alphabetize so that you can effectively use the dictionary and encyclopedia.

5. Do any of you have a pet that is mischievious?

6. What are some questions that we decided that we could ask ourselves as we read this story.

7. Remember in yesterday's lesson we learned that when a "c" is followed by and "e", "i", or "y", it sounds like an "S"

8. As we look on the map we notice that Mexico is on the southern border of Texas.

9. Who can summarize the part of the story that we read yesterday?

10. I am teaching you these strategies so that you can be a better reader.

11. After you read this chapter I am going to ask you questions about what you read; so read it well.

12. The cat in your story is a very mischievious cat. Read it to find out how he gets in trouble.

	CONTEXT INSTRUCTIONAL						
	d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Mcn.Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Correct answers for Instructional Context subcategories coding.

	d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing
1	T						
2			T				
3				T			
4	T						
5		T					
6			T				
7		T					
8						T	
9			T				
10	T						
11	T						
12	T						

Instructional Behaviors & Reading Behaviors Category

Code the following behaviors under the appropriate subcategories in the Instructional behaviors and reading behaviors categories provided.

T: = Teacher says....   P: = pupil says

1. T: During this week, I want you to write a story about your favorite place in the world.

2. The teacher models a self-questioning strategy.

3. P: The reason that I chose this answer is that the other answers do not make sense in the sentence.

4. The teacher tells all the reasons that a pupil's story is creative.

5. The teacher corrects a pupil three times as he reads orally.

forgot ✔

7. the teacher gives an assignment then reiterates it.

8. A group of pupils are reading in th r tradebooks to themselves.

9. The teacher shows a group of pupils how to use the encyclopedia.

10. The teacher tells pupils that later that week they will finish reading the chapter.

11. T: The word is migrate, migrate.

12. T. For example, if I were to complete this assignment, I would read all the choices within the blank then decide which one makes the most sense.

13. The teacher is reading a story to the class.

14. For homework, do pages 30 and 31.

15. T::The answer is correct because the two words have nearly the same meaning.

	CONTEXT INSTRUCTIONAL								INSTRUCTIONAL BEHAVIORS						RDING BHVR		
	d. Lesson Focus	e. Set Purpose (Rat.)	f. Motivating (Men.Set	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing		1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	

Correct coding for Instructional Behavior and Reading Behaviors Category.

| | CONTEXT — INSTRUCTIONAL | | | | | | | INSTRUCTION — AL BEHAVIORS | | | | | | RDING BHVR | | |
	d. Lesson Focus	c. Set. Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Fast Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing	1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections
1						T		T								
2							T		T							
3							T		P							
4							TT				T					
5						TT									P	W
6																
7						T		T					T			
8	depends on context														P	
9							TT			T						
10	depends on context							T								
11							T	T						T		
12							T	T								
13	depends on context															—
14		T						T								
15							T			T						

Questioning and answering categories.

Code the following dialogues under the appropriate subcategory under
the Questioning and Answering Categories provided.

1. T: Mary, what is the name of
the boy in the story?
Mary: John Sebastian (correct answer)

2. T: What is the capital of Texas?
Again, what is the captial of Texas?
Pupil: Austin (P has been acknowledged)

3. T: How would you have felt if
you had been Jim, Sue?

4. Mary, would you please close
the door?

5. T: We all know the answer to
this question, don't we?

6. T: How does this story make
you feel, Sue?
  Sue: Sad?
T: What in the story makes you
feel sad?
Sue: Because the boy and the
mother don't get along very
well. They always argue.

7. How many bornter and sisters
did Hah-nee have?
 (Sharon raises her hand and T.
calls on her)
Sharon: 3 (wrong answer)

8. T: Where did Rose find her skates?
Cliff calls out: under the tree.
(right answer)

9. T. Where did Rose find her
skates, Cliff?
Cliff: I don't know.
T. He found then in the backyard
under the tree.

10. T: What is national news, Joe ?
Joe: It's a type of news.
T. Can you tell me what type of news
it is by thinking about the word "national?"
Joe: Oh, it is new that happens
somewhere in our country.

| | QUESTIONING | | | | | | | | ANSWERING | | | | | |
| | TYPES | | | | | SELEC | | | TYPES | | | | | |
	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

Correct answers for Question and Answer categories.

| | QUESTIONING | | | | | SELEC[T] | | | ANSWERING | | | | |
| | TYPES | | | | | | | | TYPES | | | | |
	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer
1.	T					T			P				
2.	T	T					T		P				
3.	I					T							
4.			T			T							
5.				T									
6.	T					T			P				
		T							P				
7.	T						T			P			
8.	T							PP					
9.	T					T						P	T
10.	T					T					P		
		T							P				

if no correct
answer marked
right if teacher accepts it.

Feedback, Command, Social Comments Categories

Code the following statements under the appropriate category.

1. T: Shut the door.

2. T: Tell me the name of the boy in in the story.

3. T: Stop your talking

4. T: I sure like the way you're walking quietly to the reading circe.

5. T: You're answer is correct.

6. T: Read the story to yourself. .

7. Pupil: you look very pretty,today Ms. Smith.

8. T: The time to sharpen your pencils is before class, not now.

9. T: That's a very good answer.

10. T: I want each of you to read from your tradebook for the remainder of the period.

	FEEDBK				COM.		
	ACAD		DIS				
	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Correct answers for Feedback, Command, and Social Comments Categories.

	FEEDBK		COM.		
	ACAD	DIS			
	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments

	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
1						T	
2					T		
3			T				
4			T				
5	T						
6					T		
7							D
8				T			
9	T						
10				T			

Directions for the remainder of the programmed review.

Code the following scripts by removing the blank interaction charts from
Appendix B and noting each behavior as it occurs in the script. The
correct coding format can be found in Appendix A. .

Script 1.

Setting: The teacher and five high ability pupils are seated around a table with their basal reader.

8:30

T: Last week we learned what the title page and the table of contents are use for. What information can be found on the title page?
P: (Calls out) The title of the book.
P: (calls out) the author's name.
P: (calls out) Isn't there something about who published the book?

T: You're right. Let's turn to the title page to see if you can find all the information you mentioned.

(Teacher and pupils turn to the title page)

You're right. E eryone now turn to the table of contents.

(Teacher and pupils turn to the table of contents.)

T: Janice , on what page does Chapter one start?

Janice: Page 13

T: Sue, what is the name of Chapter 4?

Sue: Fantasyland

T: What is the name of the third story, Mary?

Mary: Cinderella

T: Beth on what page is the glossary?

Beth: on page 269

T: Today, we are going to learn what the glossary is used for so that we will know how to use it as we read in the future.
Turn to the glossary. A glossary is a mini-dictionary of words found in the book. This is an example of a glossary.

8;37

Script 2

Setting: The teacher and an all-level skills group are seated around a
table with their basal reader. There are five people in the group.

9;12

T: Today we are going to learn another part of your book. As you remember
this week so far, we learned about the title page and the table of contents.
Today we are going to learn about the glossary. Turn to page 237. This
is where your glossary is. A glossary is a collection of words from the
the book that you are reading. It has words that you may have difficulty
with. See if the word "cat" is in you glossary. Mary, is the word cat
in you glossary?

Mary: No
T: Why do you think that this work is not in your glossary, Sue?
Sue: Because it is an easy word.
T: Is the word "catastrophe" in your glossary, Beth?
Beth: Yes
T. You' right. Beth said that the word "catastrophe" is in the glossary
because it is a hard word. Words in the glossary are there to help you say
t· ım and to help you understand what they mean. You use the glossary
just as you use a dictionary. The words are in alphabetical order. So
if I want to find the word "beckoning" I will turn to th "b" section like
this (Teacher holds up her glossary and moves her finger to the "b" section,
then glides her finger down the list of words until she finds the word
"beckoning as she speaks.)
I know that the second letter in "beckoning" is an 'e' so I find the 'b-e's
and move my finger down the list till I find the 'b-e-c's , then I look
for the word beckoning.
        I want each of you to find the word "malice' in the glossary, now.

(pupils look through the glossary till they find the word 'malice'.
The teacher observers to see if all pupils are doing this correctly.)

T: Donna, what does the word 'malice'mean according to your glossary?

Donna: intent to cause harm.

T: Let 's find the word 'condor' in your glossary. Mary , what does the word
'condor' mean according to your glossary?

Mary: a verly large vulture having the neck and head bare and the plumage
dull black with a down white neck.

T: your assignment today is to find the following words in the glossary.
When you find them write their definitions and use them in a sentence

9:25

8ა

Script 3

Setting: The teacher and a low-ability achievement group are seated around the table. They have just finished reading a story in their basal readers. There are five pupils in this group.

9:22

T: Mary, what was Ali's prized possession?

Mary: his horses

T: How large was Omar's share of the horses when Ali died, Sue,

Sue: one third of the horses.

T: You are incorrect. Think. What was the ordinal postion of Omar's birth?
Sue: First born

T: What fraction of the horses did the father want to give to his first born?

Sue: Oh yes, one half of the horses.

T: Good. What problem did the three sons have when trying to divide the horses, Beth?

Beth: There were 17 horses and you can't divide 17 in half, in thirds or in ninths.

T: Good. Donna, who helped the sons solve the problem?

Donna: The village sage.

T: How did the village sage help?

Donna: He gave the sons his own horse and told them to divide the horses in half, thirds, and ninths with his own horse in the gorup.

(Mary and Sue begin talking to each other)

T: Please stop your talking

T: Janice, what reward did the sage get for solving the son's problem?

Janice: They gave him a horse.

T: What it really their own horse?

Janice: No, he really got his own horse back.

T: Do you thnk that Ali was a rich or a poor man"

Sue calls out: a poor man.

T: Why do you think that he was poor?

Sue: Because he owned no land, houses, or money.

T. Mary, do you think that Ali was a rich or a poor man"

Mary: I think that he was rich because he had 17 horse and he felt like those were his treasures, so he felt rich.

T: Can you be rich without having a lot of money, Beth?

Beth, yes because some things that don't cost money make you feel rich.

T: like what , Beth?

Beth" Like happiness

Donna, do you think that you can be rich without having a lot of money"

Donna: Yes, because other thinks can make you rich. You can have property.

Janice calls out: I don't think you can. I think you need a lot of money to be rich.

Sue: I know a man with a lot of money and property. He owns a building, I think that he is a rich man.

T: Return to your seats and do the assignments that I gave you yesterday. (pupils return to their seats)

I like the way that Mary is walking to her seat quietly and quickly.

9:35

Script 4

Setting five average ability pupils seated around a desk with their basal
readers.

9:10.
T: Let's read our sight words together. (Teacher flashes wordcards with
sightwords)

Pupils" were , was, quess, had, one, once, have , what, when, where, wrong,
I, it am, wash, every, ever

9:13.
T: Open your basals to page 32. What is the name of the reading selection?

Beth calls out: A Day with the Circus.

T: From the title of the story, what do you think this story will be about
Mary.

Mary: Going to the circus.

T: look through the pictures for a minute and see if you can figure out
what the story might be about. (Pupils do this)

Sue (Calls out) : It looks like it is about somebody who joined the circus
for the day.

(Donna, raises her hand)
T: Donna?

Donna. The last picture show the girl waking up. I think this is all a
dream.

T: One the board are your vocabulary words. Please read the words, Sue.

Sue. helium , costume, chartreuse

T: As you read the story, see if you can figure out what they mean from
the sentence. Read the story to find out if you guessed what the story
is about from the pictures.

9:19 (pupils read for 10 minutes)

9:29
T: What was the story about, Mary?

Mary: A girl who loved the circue. She was going the next day so when
she fell asleep she dreamed that she was in the circus.

T: What circus acts did she do in her dreams, Sue?

Sue: Well she tamed the lions, then she walked the tightrope.

T: There was one more thing that she did. Can you tell me, Donna?

Donna: She did tricks on the trapeze.

T: What happened when she woke up, Janice?

janice: She was happy and they went to the circus.

T: Beth, how would you have felt if you were a circus star for the day?

Beth: I think it would be really neat. I would like to be an acrobat or a clown.

T: For you assignment, I would like each of you to write a short stroy about being in the circus for the day.

9:37

Script 5

Setting: Five low-ability pupils seated around a table without materials.

9:00.
T: Last week we learned what a synonym was. Who remembers what a synonym is? (Sue raises her hand) Sue?

Sue: They are words that have almost the same meaning.

T: Donna, can you tell me what the synonym for the word "joy" is?

Donna: happiness

T: Good, What is a synonym for the word car, Janice?

Janice: automobile

T: Take out your workbook and turn to yesterday's homework on synonyms. Let's go around the circle. Read the word and tell me the word that is that word's synonym.

Mary: buffalo- ox
Sue: gratitude - thankfulness
Beth: holy - religious
Donna: plea - request
Janice: trample -crush

9:09
T: You did very well on your assignment. Today we are going to learn about antonyms. Antonyms are words that have opposite meanings. For example, the opposite of night is day. Mary, what is the opposite of happy.

Mary: Sad
T: Donna, can you tell me the antonym for wrong?

Donna: incorrect

T: No , wrong and incorrect are synonyms. Remember an antonym is the opposite of a word. What is the opposite of the word wrong?

Donna: right
T: Good . Sue, can you tell me the opposite of the word, heavy?
Sue: light

T: Beth, tell me the antonym of the word 'false'

Beth: true

9:15

T: Turn to page 36 in your workbook. On this page there is a list or word pairs. You are to go down the list and indicate whether the pair of words is

Appendix A : Answers to Scripts

Answers: Script 1

I N T E R A C T I O N   C H A R T

	CONTEXT										INSTRUCTION (AL BEHAVIORS)						RDING (BHVR)			QUESTIONING (TYPES)					SELEC			ANSWERING (TYPES)					FEEDBK ACA		DIS		COM.		
TIME	PHYS. a. # of participants	b. Type of group/Abil.	c. Material Focus	INSTRUCTIONAL d. Lesson Focus	e. Set Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing	1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
8:30	5	Wht	parts of book					I																															
											T									T																			
																										P	P												
																										P	P												
																										P	P							T		T			
																													T											
																					T				T		P												
																			T	T				T		P												
																			T	T						P												
																		T																					
			T							T	T				T																							T	
8:37																																							

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Answers: Script 2

I N T E R A C T I O N   C H A R T

	CONTEXT		INSTRUCTION	RDING	QUESTIONING		ANSWERING	FEEDBK	COM.
	PHYS. / INSTRUCTIONAL		AL BEHAVIORS	BHVR	TYPES	SELEC	TYPES	ACAD / DIS	

Column headers (vertical):
a. # of participants
b. Type of group/Abil.
c. Material Focus
d. Lesson Focus
e. Set, Purpose (Rat.)
f. Motivating (Men.Set)
g. Review Past Learning
h. Correcting Work
i. Practicing/Applying
j. Instructing
1. Gives Information
2. Gives Assignment
3. Demonstrates
4. Discusses Correct
5. Expands
6. Repeats
7. Reads Silently
8. Reads Orally
9. Corrections
10. Direct/Open-ended
11. Restates
12. Probes/Cues
13. Non-Academic
14. Rhetorical
15. Nonvolunteer
16. Volunteer
17. Callouts
18. Right
19. Wrong
20. Incomplete
21. Don't Know
22. Teacher gives answer
23. Positive Feedback
24. Negative Feedback
25. Positive Feedback
26. Negative Feedback
27. Academic Command
28. Non-academic Command
29. Social Comments

TIME	a	b	c	d	e	f	g	h	i	j	1	2	3	4	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
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9:25																																							

INTERACTION CHART

	CONTEXT		INSTRUCTION	RDING	QUESTIONING		ANSWERING	FEEDBK	COM.
	PHYS.	INSTRUCTIONAL	AL BEHAVIORS	BHVR	TYPES	SELEC.	TYPES	ACAD DIS	

Column headings (left to right):

- a. # of participants
- b. Type of group/Abil.
- c. Material Focus
- d. Lesson Focus
- e. Set Purpose (Rat.)
- f. Motivating (Men.Set)
- g. Review Past Learning
- h. Correcting Work
- i. Practicing/Applying
- j. Instructing
- 1. Gives Information
- 2. Gives Assignment
- 3. Demonstrates
- 4. Discusses Correct
- 5. Expands
- 6. Repeats
- 7. Reads Silently
- 8. Reads Orally
- 9. Corrections
- 10. Direct/Open-enced
- 11. Restates
- 12. Probes/Cues
- 13. Non-Academic
- 14. Rhetorical
- 15. Nonvolunteer
- 16. Volunteer
- 17. Callouts
- 18. Right
- 19. Wrong
- 20. Incomplete
- 21. Don't Know
- 22. Teacher gives answer
- 23. Positive Feedback
- 24. Negative Feedback
- 25. Positive Feedback
- 26. Negative Feedback
- 27. Academic Command
- 28. Non-academic Command
- 29. Social Comments

TIME

9:22 — 5, 2, All questions on basal

TIME	# part.	Group	Instr. (j)	10	11	12	15	16	17	18	19	20	22	24	29
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Answers: Script 3 (continued)

INTERACTION CHART

TIME	CONTEXT											INSTRUCTION BEHAVIORS						RDING BHVR			QUESTIONING TYPES					SELEC			ANSWERING TYPES					FEEDBK ACAD		DIS		COM.
	PHYS.	INSTRUCTIONAL																																				
	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus	e. Set Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing		1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
9:35																																							

95

Answers: Script 4

INTERACTION CHART

TIME	CONTEXT — PHYS. a. # of participants	b. Type of group/Abil.	INSTRUCTIONAL c. Material Focus	d. Lesson Focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing	INSTRUCTION BEHAVIORS 1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	RDING BHVR 7. Reads Silently	8. Reads Orally	9. Corrections	QUESTIONING TYPES 10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	SELEC 15. Nonvolunteer	16. Volunteer	17. Callouts	ANSWERING TYPES 18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer	FEEDBK ACAD 23. Positive Feedback	24. Negative Feedback	DIS 25. Positive Feedback	26. Negative Feedback	COM 27. Academic Command	28. Non-academic Command	29. Social Comments
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INTERACTION CHART

TIME	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus	e. Set Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	i. Instructing	1. Gives Information	2. Gives Assignment	3. Demonstrates	4. Discusses Correct	5. Expands	6. Repeats	7. Reads Silently	8. Reads Orally	9. Corrections	10. Direct/Open-ended	11. Restates	12. Probes/Cues	13. Non-Academic	14. Rhetorical	15. Nonvolunteer	16. Volunteer	17. Callouts	18. Right	19. Wrong	20. Incomplete	21. Don't Know	22. Teacher gives answer	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments
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Appendix B

Blank Interaction Chart

I N T E R A C T I O N   C H A R T

| | C O N T E X T | | INSTRUCTION-RDING | | QUESTIONING | | ANSWERING | FEEDBK | COM. |

Column headers (vertical text, left to right):

CONTEXT
- PHYS.
  - a. # of participants
  - b. Type of group/Abil.
  - c. Material locus
- INSTRUCTIONAL
  - d. Lesson locus
  - e. Set. Purpose (Rat.)
  - f. Motivating (Men.Set)
  - g. Review Past Learning
  - h. Correcting Work
  - i. Practicing/Applying
  - j. Instructing

INSTRUCTIONAL BEHAVIORS
- 1. Gives Information
- 2. Gives Assignment
- 3. Demonstrates
- 4. Discusses Correct
- 5. Expands
- 6. Repeats

RDING BHVR
- 7. Reads Silently
- 8. Reads Orally
- 9. Corrections

QUESTIONING
- TYPES
  - 10. Direct/Open-ended
  - 11. Restates
  - 12. Probes/Cues
  - 13. Non-Academic
  - 14. Rhetorical
- SELEC.
  - 15. Nonvolunteer
  - 16. Volunteer
  - 17. Callouts

ANSWERING TYPES
- 18. Right
- 19. Wrong
- 20. Incomplete
- 21. Don't Know
- 22. Teacher gives answer

FEEDBK ACAD
- 23. Positive Feedback
- 24. Negative Feedback

DIS
- 25. Positive Feedback
- 26. Negative Feedback.

COM.
- 27. Academic Command
- 28. Non-academic Command
- 29. Social Comments

TIME

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