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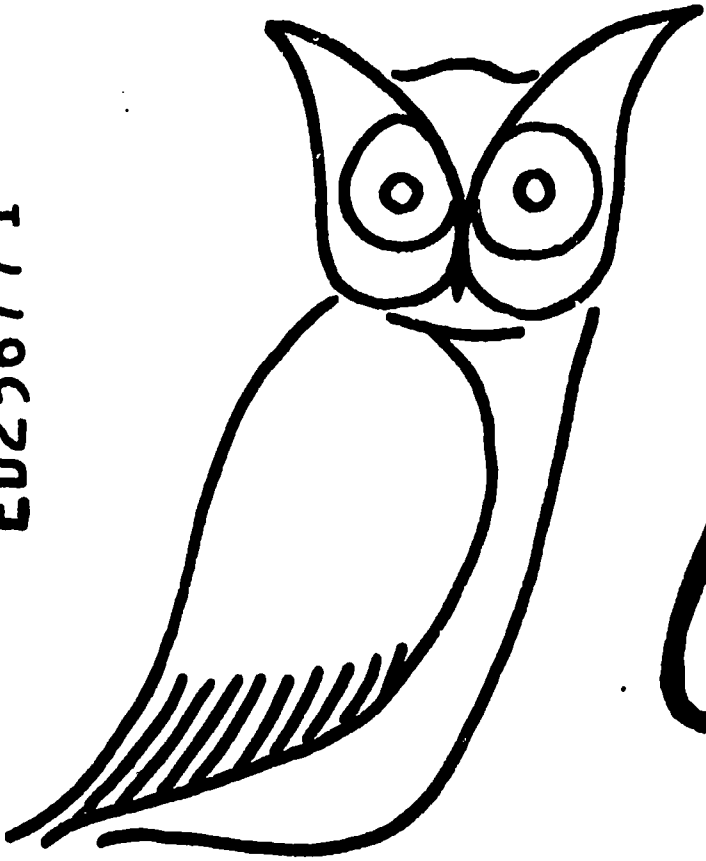
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ABSTRACT

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in English classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

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Project CAPABLE

CLASSROOM ACTION PROGRAM:

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner"

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AUGUST REPORT
LEARNING SKILLS

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TITLE IV: PART C
DEVELOPMENTAL GRANT

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ENGLISH

Gisele Roy

Learning Skills Required in the Study of English

The skills incorporated in "English" are necessarily based on the variety of content that is required in an all-encompassing "English Curriculum". The content, and the materials which reflect it, can be divided into two broad skills categories. These are (A) Listening - Reading Skills and (B) Speaking - Writing Skills.

Because it is necessary to cover all of these skills in limited amounts of time, the teacher may find that integration of skills will be beneficial. One example is to use the listening - reading skill of Getting the main idea together with the Speaking - Writing Skill of Note-taking.

There are "specialized skills" differentiating approaches to the study of "reading" and to the study of literature. Reading is the basic skill upon which interpretation can occur at a higher level. It emphasizes concepts such as word recognition, word meaning and levels of comprehension. Literature skills, emphasizing social sensitivity, is mainly directing the reader to man and his culture in four major relationships. These include: man and deity, man and other men, man and the natural world and man and himself. It is important to realize here also, that although reading and literature each have separate specialized skills, they would best be integrated.

The ultimate aims of the English teacher concerned with learning skills consist of extending certain skills among students and developing others. In addition to this, the teacher should develop independent skills so that students may assimilate these for later effective use.

SKILLS - Especially Appropriate for Integration

Skills - English

Student - Basic Skills needed for Reading - Listening, Speaking and Writing.

Integration of Skills

Listening - Reading Skills

1. Getting the main idea
2. Reading for details
3. Determining author's meaning of a word
4. Using Context Skills
5. Word analysis skills
6. Oral reading
7. Interpreting poetry
8. Visualization
9. Understanding modifiers and referents
10. Drawing conclusions
11. Social sensitivity to ideas presented

Speaking - Writing Skills

1. Finding the topic sentence
 - Paragraphing
 - notetaking
2. Outlining, Giving directions, Organizing ideas in sequence, summarizing
3. Vocabulary development, Use of dictionary, Dramatic interpretation
4. Understanding sentence structure and paragraphing
5. Spelling
6. Pronunciation, Enunciation, Dramatic Interpretation
7. Choral reading, creative writing
8. Descriptions
9. Use of pronouns, adverbs, adjectives, clauses, and phrases.
10. Logical organization of material
11. Expressing emotional feelings

SKILLS PARTICULAR TO LITERATURE TYPES

Skills - English

Student - Basic Skills Needed for Literature

"Prose Fiction" 20th Century

Ability to:

1. Recognize the irregular placing of events.
2. Recognize lengthy flashbacks or foreshadowing.
3. Analyze characters so that he/she may interpret
4. Visualize the play

Poetry

Ability to:

1. Locate often irregularly placed verb and subject.
2. Recognize irregular syntax - placement of phrases, clauses, and modifiers.
3. Appreciate an author's juxtaposition of words for intonation and balance.
4. Comprehend "metaphors" which relate unusual entities in order to clarify a perception.
5. Find knowledge about classical events or ideas upon which much poetry hinges.

SKILLS PARTICULAR TO LANGUAGE ARTS**Reading**

Use root words

Use prefixes and suffixes

Use synonyms, antonyms, homonyms

Distinguish fact from opinion

Scan for main ideas

Writing

Write legibly

Capitalize and punctuate correctly

Apply rules of grammar

Use appropriate word choices

Oral Communication

Use verbal and non-verbal communication effectively

Give a persuasive speech

Give a demonstration Speech

Give an introductory speech

Give announcements

Give directions

Listening

Identify speaker's purpose

Extract information by listening

Identify bias

Use Material to Study Effectively

Use dictionary and thesaurus

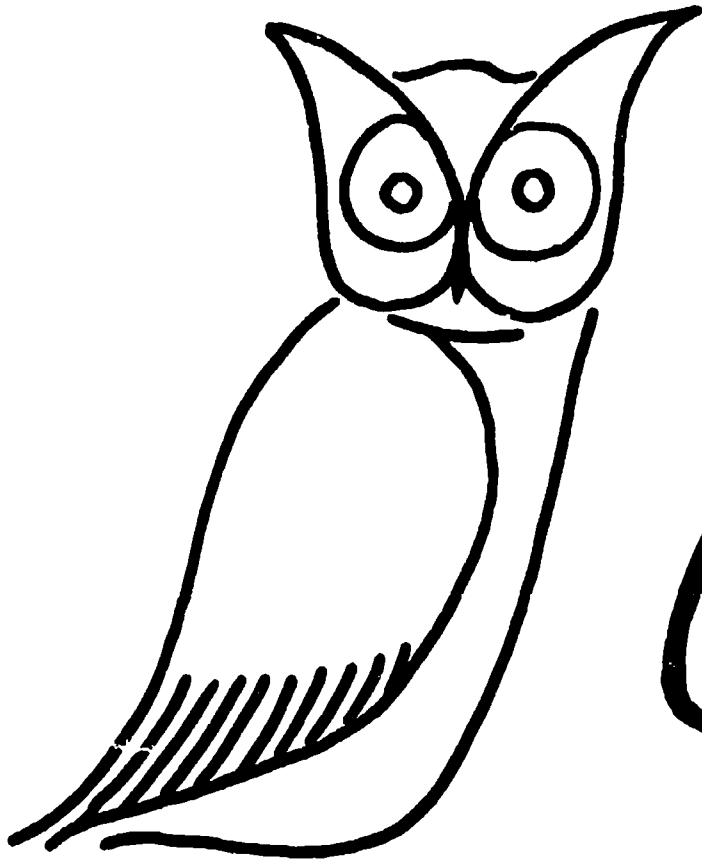
Use audio-visual aids

Locate sources of information

Use media sources

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SEPTEMBER REPORT

COMPREHENSION DEVELOPMENT

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ENGLISH

Gisele Roy

I.- Various Comprehension Requirements Needed in English as Classified by Comprehension Levels according to Baird's Taxonomy.

A. Literal Level of Comprehension

At this level of comprehension, one can read what the author says and recall the information by paraphrase or verbatim fashion.

Some of the skills based on this level of comprehension include:

1. Recall of details
2. Recall of sequences
3. Recognition of Comparisons
4. Getting the main idea
5. Recall of cause and effect
6. Recognition of character traits
7. Recall of entire plot

Since the Literal Level deals with the basic understanding of what is being said, it is the foundation or prerequisite to the higher learning comprehension levels.

B. Inferential Level of Comprehension

For competency at the inferential level, one must understand what the author means even though it is not directly explained by him.

Skills that are based on this level of reasoning comprehension include:

1. Inferring supporting details
2. Inferring sequence
3. Inferring comparisons, likenesses and differences
4. Interpreting figurative language
5. The ability to write a precis or to discuss implications concerning a piece of literature

6. The ability to infer cause and effect relationships

7. The ability to predict outcomes

A "reading between the lines" typifies the reasoning needed for the inferential comprehension level.

C. The Evaluative Level

As the title suggests, this level implies judgement on the part of the reader. The reader becomes aware of the author's purposes. He does not take the written word for "granted" but he is able to discriminate material and to locate flaws in logic and reasoning. Awareness of human imperfection and subjectivity as well as full or partial acceptance or rejection of the printed material forms part of the demands of the Evaluative Level. Skills that will incorporate this level of comprehension include:

1. Ability to judge the author's credibility
2. Ability to separate fact from opinion
3. Ability to judge the appropriateness of material as concerns its worth, desirability and/or acceptability.
4. Ability to categorize an author's use of a propaganda technique.

D. The Appreciative Level

Going beyond the other levels, this level involves an emotional response to the plot or theme. The Appreciation Level can be experienced through:

1. Personal identification with character
2. Reaction to an author's choice of vocabulary
3. Awareness of literacy techniques used by an author to obtain an emotional response to plot or theme
4. Sensory appreciation with metaphors or similes

II. The Importance of Comprehension and Comprehension-based Questioning

If society is to cope with today's problems and demands for effective solutions, it will necessarily have to turn to information in the printed word. The application and evaluation of the written word is the result of comprehension at the higher levels. If we are committed to helping students handle ideas, cope with relationships and make critical evaluations, then we must teach comprehension. One way to do this is to compose questions carefully with these higher purposes in mind. Studies have proven that students think in terms of how questions are asked of them. If students are consistently given literal type questions, most of their self-directed (life-centered) thinking processes will be at the literal or "name calling" level. Real learning and meaning can be acquired, however, if questioning techniques are geared to the higher levels of comprehension. Teaching students to self-direct questions at these higher levels is another method of comprehension-based learning. When students apply themselves to answering questions (teacher and student directed), they will be challenged with their abilities to investigate, reason, make decisions and solve problems.

III. The Student's level of comprehension as it concerns an all-encompassing English class and the implication for classroom use.

As in any other discipline, English can be studied at all levels of comprehension. When one considers the aims of reading, an English skill, one must necessarily aim for comprehension at the highest levels. The English Teacher's discipline necessarily belongs to all disciplines in the secondary school. The world of mass media, with its immense source of knowledge, depends upon our comprehension at the critical and/or evaluative levels.

The implications of Comprehension-based education include individualized considerations.

First, we must look at the individual student. Our efficiency at teaching comprehension is based on our knowledge of and adjustment to:

- A. his basic reading skills
- B. his background of experiences in the area in which he is reading
- C. his interest level in the material

Secondly, we must look at the material he is working with.

- A. the difficulty level of the material
- B. the purposes for reading it
- C. the kind of instruction in reading that he receives

Usually, the teacher should evaluate the student's response to a particular literacy selection and determine whether or not the reader is at his independent, instructional, or frustrational level. Whenever a student is given material at his independent or instructional level, an opportunity to think at higher comprehension levels is necessary if we are to consider the higher objectives.

Another implication of Comprehension-based education are the benefits brought forth because of the questioning techniques. Consider these uses for questioning.

1. Generates and maintains discussions.
2. Allows students to evaluate their own comprehension as the teacher provides feedback to their responses.
3. Provides the teacher with diagnostic information about students' comprehension skills

4. Provides students practice with particular thinking skills as they are encouraged to think about materials in ways other than those they would have used had there been no teacher intervention.

American Literature Houghton Muffin Co. 1968Page 63

#1 Which selection did you enjoy most? (Appreciative)

Which offered the most vivid picture of the life described? (Inferential)

What advantages does a poet enjoy over other writers? An essayist?
(Appreciative Level)

#2 What differences did you notice among the people living in various parts of America? (Inferential)

What do they have in common? (Inferential)

Which character from the unit seemed to be the strongest? (Inferential)

#3 Point out examples of variations of speech among the regions represented.
(literal)

Why might authors try to reproduce the idiom of a particular region accurately?
(Appreciative)

#4 Do you think the values of Americans living in N.Y. differ from those of rural folk? If so, how? (Inferential)

#5 How would you define the typical American? (Evaluative)

Page 183

#1 Why was Henry more likely to produce a political revolution than Edwards?
(Inferential)

#2 What in this unit best suggests the high price required of Americans in winning their independence? (Inferential)

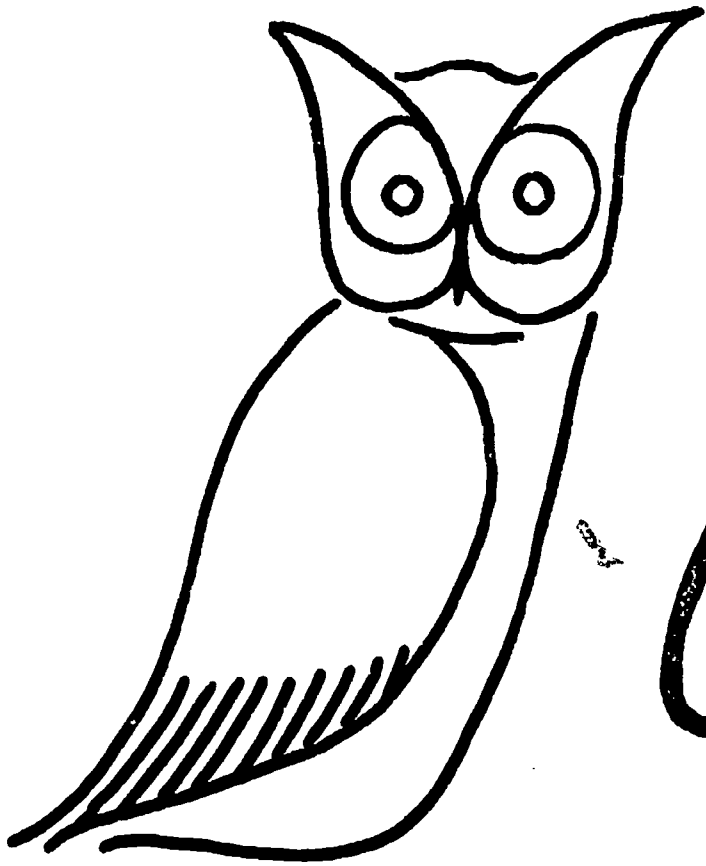
#3 Make a case for the taries. (Inferential)

Compare this to Common Sense. Which side has the stronger case? (Inferential)

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OCTOBER REPORT

VOCABULARY DEVELOPMENT

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Vocabulary development is directly correlated to comprehension of concepts at the secondary level. When we consider vocabulary development in our "all-encompassing" English curriculum, we find that much of the vocabulary we deal with is structural towards the idea of concept attainment. Consider the words: clause, figurative, irony, oxymoron, and simili for examples. Besides teaching these specialized "English Class" words, teachers should help students master methods of attaining meaning (concept) for any new word (symbol) they may encounter. These skills include structural analysis, dictionary usage, contextual analysis, illustration clues, phonic analysis, and combinations of these. When we teach these skills rather than teach a word we offer a broad vocabulary development rather than a limited word knowledge.

An evaluation of our vocabulary development program should include the consideration of three specific dimensions, namely, learning factors, methodology and responsibility.

Basic to our first dimension, learning factors, is the principle that concepts (meanings) are possible only when there have been experience and association (either through hearing, seeing or speaking) with the concept lying behind the symbol (word). Unless a child has seen, heard, or spoken of a lamp, he will not be able to associate meaning to the symbol "lamp." What a student may not know through his own experience must be supplemented by what the teacher adds to the discussion. The explanation should always begin from what is generally known to what is unknown.

Another learning factor, relevance of the material, is directly related to the second dimension of vocabulary development, methodology. Creative and motivating activities will provide students' incentives and hopefully their desires to analyze, not memorize, a language unit for meaning. What must be realized is that vocabulary can be interesting. A few classes devoted to the

study of word origins and the stories associated with words will undoubtedly elicit more interest than having students write definitions and memorizing them. Word games, puzzles, oddities, and jokes based on the play on words or puns should also be included.

Our responsibility, the third dimension of evaluation, should include therefore, our striving to make vocabulary development interesting and relevant the responsibility also entails our efforts at making vocabulary activities permeate our entire program of English.

As stated previously, vocabulary skills are needed in order to help students achieve independence in the field of grasping meaning in symbols (words). Our aim, as teachers, is to help form life-long skills (abilities to use one's own knowledge effectively). We must drop the old and very unappreciated response: "Look it up in the dictionary" and replace it with a program of learning vocabulary skills that will be more effective. The following skills are those which should be taught:

1. Grasping meaning through context clues

-Basically, the student using this skill will, by searching for the words surrounding the unknown word, be able to infer or guess at its meaning. These clue words or phrases may be found in the form of:

1. a direct explanation clue,
2. an experience clue,
3. a mood or tone clue,
4. an explanation through example clue,
5. a summary clue,
6. a synonym or restatement clue,
7. a comparison or contrast clue,
8. a familiar expression or language experience clue,
9. word in a series clue, or
10. an inference clue.

"Context" can also be viewed more exactly when analyzed more specifically. Consider the context of specific words surrounding the unknown, for example: Connectives are words which give specialized signals or clues for what follows.

Consider these connective types:

1. "Go signals" which coordinate sequence. (Example: next, first, not only but also, second)
2. "Caution signals" which indicate conclusions or summary. (Example: thus, therefore, hence)
3. "Turn signals" that show transition in ideas. (Example: nevertheless, but, otherwise)
4. "Stop signals" which give what follows added importance. (Example: significantly, without question, absolutely)
5. "Relationship signals" which point to relationships in space, time, cause and effect, degree and condition. (Example: finally, beside, because, above all, if)

Besides the contextual clues found in a passage, i.e. those of words surrounding the unknown, is another type which deals with the position of the unknown word. Specifically, this clue is called a Syntactical Context Clue, and helps define the part of speech of the unknown word. The S.C.C. is distinguished with a marker. A noun can be preceded by four types of markers: an article, a cardinal number, a possessive pronoun, or an adjective. A verb can be more easily recognized if auxiliary markers, (am, are, was, were, have), are present. A phrase may be found if one can spot participle, preposition, and gerund markers.

A clause can be found by finding markers which include; relative pronouns, subordinate conjunctions, coordinate conjunctions, or adverbial conjunctions. These specific contextual clues allow the student to infer meaning from a language unit in an intelligent manner. As the reader matures, contextual analysis becomes one of the most frequently used tools for comprehension of unfamiliar words.

It is important, however, to know that contextual analysis may not always provide meaning. Sometimes, there just are not any definite clues. For this reason, the other skills are offered.

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2. Structural Analysis

Almost 85% of all English words are made from word parts called morphemes. These morphemes are the smallest units of meaning in our particular language. For this reason, knowledge of the meaning behind a morpheme can aid in the concept attainment of a word having these morphemes. Perhaps the most widely used morphemes are suffixes, and prefixes with root words running close behind. An understanding of the most widely used morphemes will allow students to add that much more meaning to an unfamiliar word containing that morpheme.

Again, exceptions are always present in our vocabulary skills analysis. Here, the problem might be that what looks like a morpheme might not be one.

Consider the prefix "anti" which means "against". Now look at the word, "antique". Obviously, the anti in antique does not mean "against." To an unsuspecting student, confusion may arise unless the exception rule is explained.

When contextual clues and structural analysis fail to elicit meaning, we may employ other skills. These include phonic analysis, illustration reading, and dictionary usage.

Phonic analysis deals with the vocal sounds used for a particular word. That a child has never heard the word "physique" may contribute to his inability to verbalize or associate meaning to the symbol when he reads it. Having heard the word "physique" and having seen it in print, the student will be able to associate the two as one unit of meaning. With this added phonic experience, the student will be able to read or write other forms of the word, such as physical, and physiology more easily and associate their meanings to the aspect of the previously experienced root word, "physique".

So many times, confusion of a concept can be cleared up very quickly with a concrete representation of that concept. Having students take time to read pictures, graphs, maps and illustrations will obviously help them get a clearer

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idea of the concept at hand. For many, the studied picture might be the only experienced background they have to relate the symbol (word) to a particular meaning.

The Dictionary Usage skill should be taught for the acquisition of meanings or for the acquisition of a meaning if the other skills have been unable to help achieve this. An absolute must in teaching this skill rests upon the understanding of the uses of a dictionary. A surveying of a good dictionary should encourage students to use the pronunciation guide, the abbreviation key, the signs and symbols key, a proper name index and of course entries with all meanings of the word. Exercises in the denotative and connotative meanings of words as well as those on synonyms and antonyms could be done with the use of a good dictionary.

Traditional grammar rules could also be supported through dictionary practice. In a good dictionary are found the four principle parts of the infinitive, the part(s) of speech of each particular word, the meanings of grammatical terms and all words as they are used in context (sentence).

After having learned these vocabulary skills, namely: contextual analysis, structural analysis, dictionary usage, illustration analysis, phonic analysis and combinations of these, the student will be prepared to grasp an unlimited amount of knowledge in a most efficient and independent manner.

Activities directed at the Specific, Functional and Conceptual levels of meaning for the words "moor" and "prose".

Specific Level - At this level, the student will be able to grasp a single definition of the word. He will also be able to identify the object for which the symbol (word) stands for.

The word "moor" can be defined as "a saturated area of land."

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Activities that would promote this desired response include:

1. Locating the isolated word in the dictionary and writing a definition and sentence.
2. Having students locate a picture of a moor or having them illustrate it.

The word "prose" can be defined as an ordinary writing style.

Activities that would elicit this response include:

1. Looking up the word "prose" in the glossary of their English Anthology.
2. Find and name titles of works that are written in prose.

Beyond the Specific Level are the Functional and Conceptual levels. The Functional level of a word applies to its uses. The student not only says what something is, but he can say what it is not and what it is used for.

At this level, the word "moor" is perceived more distinctly as a section of land that obstructs easy passage. A moor can also be seen as a source of peat (the other meaning of "moor" a native of morocco will also be noted.) The homonym, more, will be distinguished.

Activities that would elicit those responses include:

1. Association - List the types of terrain that are usually considered inappropriate for a foundation of a house.
 - a. swamp and marshlike
 - b. rocky
 - c. sandy
 - d. moorish
2. What is a homonym of moor? What does it mean?

The activities at the Functional level for the word "prose" include:

1. List the main types of writing styles.
 - a. poetry
 - b. prose
 - c. free verse
 - d. dramatic

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2. Explanation, discussion, application technique.

- a. rhyme
- b. prose
- c. dogmatic
- d. translated

The _____ version of Chaucer's Canterbury tales is much easier to read than the middle English verse.

The Conceptual Level implies an abstract level of understanding. At this level, the student will recognize:

"Moor" to mean a type of wasteland whose physical aspects are directly opposite those of a desert. They will also know that moors are usually located in moist climates and areas.

Prose will be perceived as the most widely used form of writing. The student will recognize that the reason for this is that its language is clear and to the point. He will also know that its style is the most common, following syntax directed by grammar rules. Unlike poetry or free verse, prose follows the form most widely used for speaking and writing.

Activities at the Conceptual Level include:

1. Moor

- a. study the word through contextual analysis.
- b. visit a moor (hardly feasible!)

2. Prose

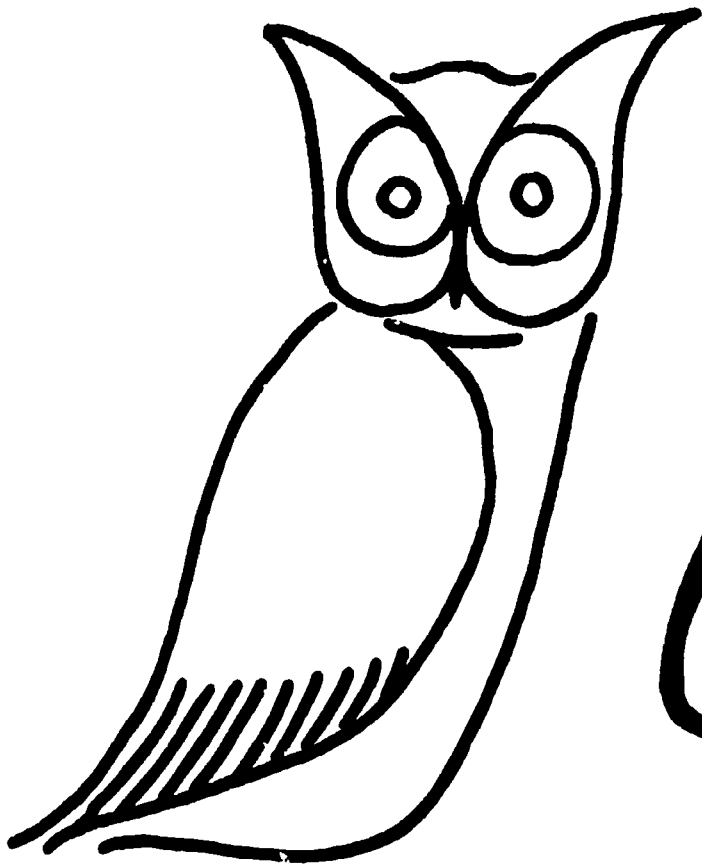
- a. have students find a work that was first written in verse and then rewritten in prose.
- b. teach the word through contextual analysis.

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NOVEMBER-DECEMBER REPORT

DRA & SQ3R

When we consider the procedures that are necessary for effective learning to take place, we must contend with two principles that are basic to the positive process of learning. These two principles are "having a purpose for learning" and "being motivated to learn." Unless these two principles are adhered to when we select our procedures for teaching, learning, if it takes place at all, will be a negative process whose end will probably be short range.

Two learning procedures that are based on these principles of "Purpose" and "Motivation" are the D.R.L. and the SQ3R. Besides providing the necessary requirements of "Purpose" and "Motivation" to the learning process, these two procedures offer additional components which aid in the comprehension of new information and in the long range retention of such newly acquired information.

Consider the following benefits that are gained through each component of the DRL and the SQ3R.

D.R.L.

I. Introduction and Motivation

The teacher will implement a pictorial, verbal, audio-visual or other concrete device to gain student's attention and interest. This will generate comments, questions or discussion. From this discussion, the teacher will be able to add background information to what students already know.

During this step, new words (stoppers) will also be clarified.

Teachers set "purpose" by directing questions to students who will consider these as they read.

II. Silent Reading

The student will concentrate on the purposes he will apply and use the word skills developed in the first section of the lesson.

The student will adjust his speed of reading according to the type of material presented and to his purposes.

III. Evaluation and Follow-up

Questions asked will now be answered.

The students will reinforce his comprehension, vocabulary, and conceptual knowledge through a special activity.

The DRL is especially helpful to:

1. students who come from a background that did not lend itself to independency.
2. students who are facing material that is beyond their realm of experience.
3. students who have not yet developed satisfactory self-help readiness techniques.

S Q 3 R

This procedure, unlike the DRL, stresses the student's independent role in his learning process. SQ3R is a highly effective independent learning skill aimed at the student who can work independently of his teachers and/or peers.

Survey - This first step in the SQ3R is the previewing of the material. Having students look over the chapter assigned, by examining pictures, illustrations, captions, bold face type and headlines gives the student certain expectations as to what he will be reading about. It gives him a mindset which helps him to establish his reading purposes. As with the introduction and motivation step of the DRL, the Survey step of SQ3R will help raise the necessary questions needed to get the student's attention directed to what he/she will read.

Question - The Q of SQ3R forms the necessary transition between the survey step and the next step, the reading step. Since this procedure is student oriented, he will want answered by his reading of the material. The student will simply ask the obvious from looking at the headlines. This can be done by changing the bold-faced headlines into question

form. The most obvious questions (what, where, when, who, why, how) as well as the more specialized can be formulated.

Read - Since the student has specific purposes for reading, (questions to be answered) he will read with an active attention for the main idea as well as for major supporting details.

Recite - This step can be manifested in a number of ways. "Recite" refers to an additional sensory - motor reinforcement of the material at hand. This can be done by writing "notes," making an "outline," making flash cards, or by writing or verbally reciting the answers to the questions used in the Question phase.

Review - In order to check answers and/or notes of the recite stage that might have been hazy, the review step asks the students to re-read and skim the material that was more difficult to grasp. This insures the immediate "re-learning" that is needed in the "forgetting" stage the student has already entered.

SQ3R is an effective tool that teaches students any content area that must be covered independently.

Lesson on the Introduction of SQ3R

Before beginning to study this first chapter "The Parts of Speech," its a good idea to find out what it is you already know about it. This could save you a lot of time and could also help you to concentrate on only the new material that might be harder.

Spend the next five minutes just skimming the pages of this chapter. Look at the bold-faced type, the illustrations and the diagrams to get ideas about the main topics to be covered. When you will be done, I will ask you two questions.

1. Who can tell me with what the chapter concerns itself? (all answers are accepted)
2. What do you think will be learned from this chapter? (all answers are accepted)

What you all have done is called "Surveying." This has already helped you to get started into your own learning process. Without knowing it, your mind subconsciously has separated the easy material from the harder material. Now that we've looked at the topics, let's see if we can guess what will be said about them. Our first heading is The Noun. Let's see if we can formulate some questions about the noun that might be answered in this section of the chapter.

As students offer these questions, (write them on the board).

What is a noun?

What does a noun do?

What does a noun name?

others - (all questions are accepted)

Now, pick a partner and make questions (3) for each headline. See if you can guess at what will be answered. When you are finished making these questions, begin reading the chapter. If you find the material very easy, read at a fairly quick pace if on the other hand, some parts are difficult, slow down to get the basic ideas clearly before continuing. (Students read)

When you are done, test your learning skills by answering the questions you asked. If you would prefer, make an outline of the chapter or separate each part of speech in columns and list all of the information you know about each.

Were there any questions that weren't answered thoroughly? If so, open your books and re-read those sections carefully.

Next Lesson

Short Quiz on yesterday's content.

What we did together yesterday was learn to really important things. You did learn the Parts of Speech, bu you also learned a really effective method of independent learning called SQ3R. Let's look at how it worked.

First we surveyed the chapter. S

Then, we questioned the content to see what we could expect to be answered. Q

Then, we read with these questions in mind.

We recited our answers by answering questions.

We reviewed any hazy waterial.

R }
R } 3-R
R }

This SQ3R can be used for any of your classes. Try it for chapters you are asked to cover by yourselves.

A Directed-Reading - Thinking ActivityEnglishAuthor - O'HenryTitle - Mammon and the ArcherPages - 13Suggested Level of Book - 10-12I. PREPARATION

A. INTRODUCTION AND MOTIVATION

Visual representation of Cupid (drawn on blackboard) beside that of a drawing of piles of money (gold coins and stacks of bills). Between these two representations will be the word "versus." Discussion of what they symbols and the entire drawing signify.

B. CONCEPT CLARIFICATION

Personification (specifically of qualities)

Cupid -- Love (angel of) (Valentine card)

Mammon -- Greed (demon of) - Experienced background - figures - Scrooge, Jack Benny, etc.

Irony (story of The Gift of the Magi)

C. "WORD STOPPERS" - VOCABULARY

dross

punk sticks

(see attached worksheet)

joss house

bloods

D. SKILL DIRECTION

Read for enjoyment

E. PURPOSES FOR READING

What type of man is the Old Anthony Rockwell? How is his son different from him? What does Aunt Helen give Richard? What does Richard want more than anything else?

II. SILENT READINGIII. COMPREHENSION CHECK

Which characters is best associated with Mammon?
 Which character is best associated with Cupid?
 Which quality (Love or Greed) really helped Richard get his true love?
 What was ironical about the story?

IV. FOLLOW-UP ACTIVITY

Read O. Henry's The Furnished Room
 Answer (discussion).
 How is it like Mammon and the Archer?

Mammon and the Archer

Worksheet

"Old Anthony Rockwell, retired manufacturer and proprietor of Rockwell's Eureka Soap, looked out the library window of his Eftth Avenue mansion and grinned."

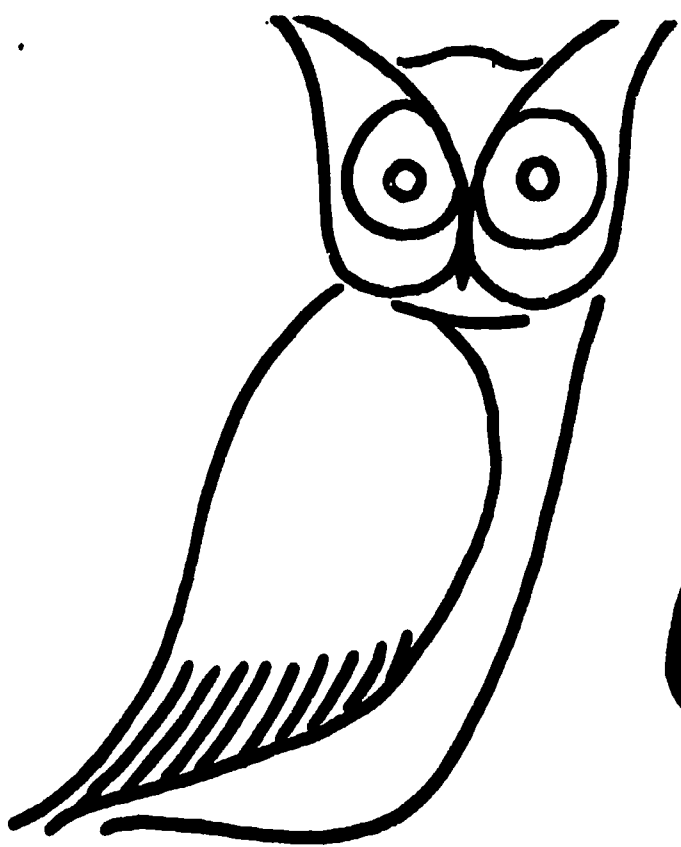
1. This is the first sentence of Mammon and the Archer. What does it tell us about the type of man Rockwell is?

The following are sentences that come from Mammon and the Archer. The underlined words are important to the understanding of the story. Using context clues, make an educated guess at the meaning of the words.

2. "Money is dross compared with true love, Anthony."
3. "But don't forget to burn a few punk sticks in the joss house to the great god mazuma from time to time."
4. "I've heard of these young bloods spending \$24 a dozen for soap, and going over the hundred mark for clothes."

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Project CAPABLE

CLASSROOM ACTION PROGRAM:

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner!"

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JANUARY REPORT

STUDY SKILLS

TITLE IV: PART C
DEVELOPMENTAL GRANT

Study Skills

The confusion of an author's main idea with his supporting detail, the haphazard jumbling of information in reports, and the study of concepts by memorization are just a few results of poor study habits exhibited by many of our students.

The term "study skills" implies effective and independent abilities to learn by one's own efforts. It also means more efficiency and a higher degree of retention for those who possess them.

The research that supports this report emphasizes the need of teaching a number of study skills as part of a content area teacher's curriculum. The specific skills that should be taught include Obtaining Information, Evaluating Data, Organizing and Summarizing, Retaining What is Read, and Interpreting Special Study Aids.

Obtaining Information

Students who are enrolled in an English curriculum inevitably need to know how to independently find and utilize information. In order to do this efficiently and effectively, they should be well versed in location skills and should also know the functional uses of the diversified sources available to them.

Very often, English teachers will ask students to write a paper or give a speech on a certain topic. At the secondary level, it is typical to assign any one of the following:

- A. Research on an author (Term Paper)
- B. Research for an informational speech
- C. Research for a debate or point-counter-point
- D. Research on a topic of the student's choice

Two of the many worthwhile objectives that should be satisfied by this research assignment are the ability to obtain the most appropriate information and effectively communicate it in the form of a written or an oral presentation.

Teachers are aware of their responsibility of helping students "write" correctly or helping students "deliver" their speeches. A research assignment, however, implies the teacher's responsibility of teaching students "how" to go about finding the best possible information about which a student may write or speak.

Taught as part of the curriculum, the skill, Obtaining Information, helps students reduce frustration and anxiety that often accompanies the prospect of a research project.

The specific objectives of this study skill include:

1. Ability to locate information that has been alphabetically arranged.
2. Ability to discriminate among possible sources because of an understanding of their functional uses.
3. Ability to understand and utilize the various parts of a book for specific information.
4. Ability to locate these following sources in the library:
 - A. The card catalog
 - B. Books listed by the Dewey Decimal System according to this category
 - C. The Periodical Guide (Reader's Guide)
 - D. The Microfilm storage/viewing area
 - E. The Vertical File
 - F. The Reference Section (Room)
 - G. Specialized Dictionaries and Almanacs
 - H. Current newspapers and periodicals

Evaluating Data

The skills of Evaluating Data and that of Summarizing and Organizing Information are very closely linked. Once the student has accumulated sources of information, an evaluation process begins. In order for this process to take place, the student must be able to locate the author's main ideas. That he is using a variety of sources complicates matters in that each author organizes and presents concepts in a different manner. Once the main organizational pattern is found, however, the main idea will be more easily recognized. See Organizing and Summarizing) Before critically evaluating the material, the student must be able to cope with the numerous ideas and any unfamiliar but important concepts. This means that the student should use reference sources to clarify concepts and question himself (component of SQ3R technique) on his ability to comprehend a passage using that specific concept. Once comprehension of the material is established, the student must judge the quality, accuracy, relevancy, and objectivity of the material presented. The student should be able to discern fact from opinion, recognize any misleading representations of statistics, and observe any noticeable biases the author might have. He should also be able to find reliable, objective sources who have verifiable evidence.

Organizing and Summarizing

Most written material that is in print today follows some kind of organizational framework. In exposition (the most predominant writing style) there are five major patterns. These are time, sequence, cause and effect, comparison and contrast and main idea. The following are examples of the content of paragraphs using these organizations.

Main Idea Supported by Detail

- A. Supports a statement by use of examples
- B. Supports a statement by use of details

- C. Supports a statement by use of reasons

Time

- A. Presents the steps in a process according to time
 B. States the chronology of events

Sequence

- A. Presents instructions for performance (Directions)
 B. Presents the steps in a sequence according to order

Cause and Effect

- A. Presents and relates causes and their effects
 B. Cites problems and their solutions
 C. Raises questions and their solutions

Comparison and Contrast

- A. Compares one object to another
 B. Contrasts one idea with another
 C. Raises similarities and differences

Each specific pattern establishes the author's treatment towards his subject. Once the student is aware of the particular organizational style used, he will be able to clearly visualize the ideas in an orderly way.

The Organizing/Summarizing skill, when mastered, allows the student to relate one source to another that deals with the same concept or idea. (synthesize) In order to accomplish this, the evaluating skill is combined with the student's own ability to group like material together. Effective note-taking skills become necessary for the student who is required to put all of his scattered information in an orderly and unique research report.

Notetaking can be done in a variety of ways. For the English curriculum, however, two will be of most value. These are Outlining and Mapping.

Outlining is the more formal of the two methods. It consists of finding the main ideas and locating the supporting details or examples which qualify them. The student should be able to incorporate a topic outline for his note-taking and a sentence outline for a synthesis of these topic outlines.

One excellent method of notetaking consists of a modified outline. The student writes the main idea on the left hand side of a stenographer notebook and supports the main idea with details written on the right side.

Mapping is the second method of notetaking. It involves a symbol system whereby visual cues, created by the notetaker, isolate, emphasize and group information meaningfully. (8)

Features of the Mapping Technique may include:

1. Modified Outline (since this involves a visual cue, it is also incorporated here)
2. Horizontal lines to separate ideas
3. Circles or boxes to make divisions within topics
4. Arrows and other visual cues that help describe processes, functions and comparisons.

Retaining What Is Read

If the student is to learn and retain new information from his independent studying, the components of Robinson's SQ3R technique should be adhered to. Essentially, the student should develop his purposes for reading/researching and see the correlation between his report and those purposes.

Interpreting Special Study Aids

In the study of English, many students will draw a wealth of information from illustrations used in their texts.

In grammar, for example, the diagram of a sentence will help students "see" the sentence pattern as a systematically oriented form. This concrete

representation will give added meaning to the almost abstract words: noun, preposition, predicate, etc. It will also demonstrate the relationships of words in the sentence.

Illustrations (Pictures, drawings, cartoons) used in Literature can help students visualize setting, character, and mood. It may also become the experience with a certain concept presented in the material.

Because research involving percentages and statistics is often relevant to topics concerning a "student's position on a research assignment," the objective of correctly interpreting graphs, charts and tables will be a necessary study skill needed in the English class.

Once you are aware of the specific writing style an author uses, you will be able to clearly visualize his ideas in an orderly way. Placing his ideas in an outline will help you know what his main point is and how he substantiates it with examples and details.

Take your text, Literature of America, and read William Faulkner's "Remarks upon Receiving the Nobel Prize." Before reading, look at the list (on the next page of this worksheet) of ideas that will be presented in Faulkner's "Remark." While reading, see if you can identify his main ideas and supporting details.

When done, arrange the list following the formal outline form presented. You will have to arrange the specific items according to their role in the outline.

Here are the ideas you will encounter while reading Faulkner's "Remarks."

- Be afraid
- Write about the universal truths of the heart
- What young writers should not do
- What young writers should do
- Faulkner's message to young writers

-Write objectively without compassion

-Lift the reader's heart by reminding him of the glorious ideals of the past

Follow this Outline Pattern

I. (His Main Idea)

A. His First Subtopic

- (1) Detail that supports this
- (2) Another Detail that supports A.

B. His second subtopic

- (1) Detail that supports this
- (2) Another detail that supports B.

(use ideas listed above)

Your outline:

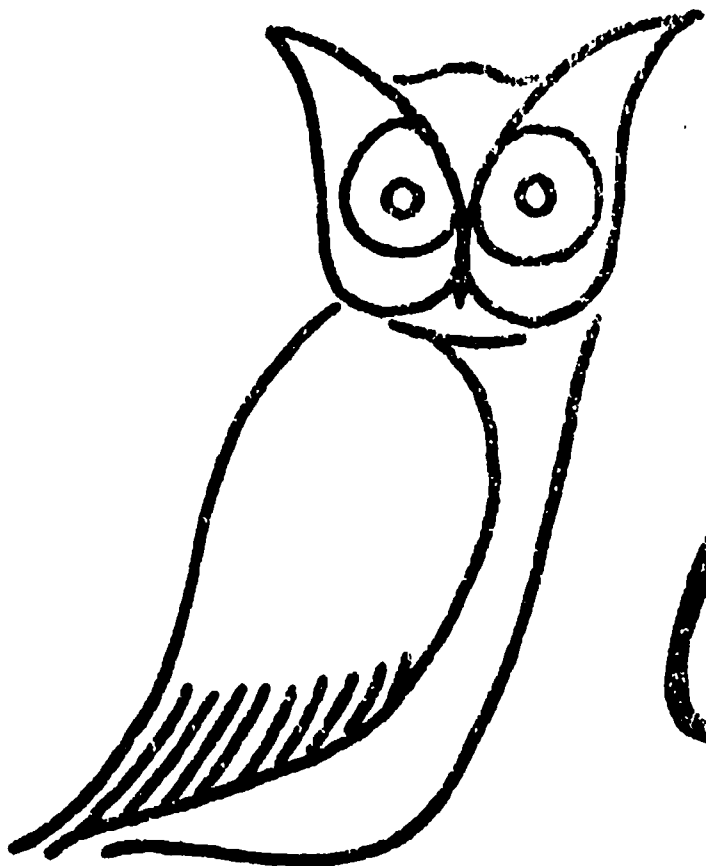
I.

A.

- (1)
- (2)

B.

- (1)
- (2)



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FEBRUARY REPORT

"MANAGEMENT TECHNIQUES"

Management Techniques

The basic idea behind classroom management is its consideration for the varied needs and abilities of the students in a class. Effective classroom management revolves around a well-organized teacher who can be flexible enough to prepare his classes with his student's specific needs in mind. Besides allowing for individual differences, The Classroom Management System, as presented by The Lewiston Right To Read Center, establishes a well-prepared teaching strategy for the Content Area teacher. It is for these reasons that the Classroom Management System will be held as a model for our "skills oriented" English class.

Fundamentally, the teacher following this system, must ask himself one most important question: "What are the concepts students need to know in this unit on _____?" This question, answered thoroughly, will bring about the key topics, objectives, concepts, new vocabulary and ideas upon which the teacher will base his teaching strategy. This pre-assessment and planning, like preventive medicine, helps put "in-check" negative or "assumptive teaching" that might have occurred otherwise. During this assessment stage, the teacher should, as Robinson suggests, spot word stoppers, collect background information and help organize experiential situations for those students who lack readiness. The teacher should also use this time to collect filmstrips, records, models, bulletin board displays, and other auxiliary aids for motivation or reinforcement. Once the teacher has objectively reviewed his goals for the class, he may begin the Instructional Sequence.

Instructional Sequence

As with the D.R.A. and the SQ3R, the preliminary aspect of the Instructional Sequence is "Establishing Purposes." Students who want to learn, will learn! Having students discuss what they already know about the concept and having them



"guess at" what might be covered will help them appreciate the significance of the assigned topic. Students may also list areas of interest within the topic for later "interest grouping." (see groups) This anticipation for what will be covered will lead to healthy participation within groups.

Amplifying Concepts

The next step, Amplifying Concepts, is similar to Robinson's D.R.A. in that it provides for the lack of a student's experiential base. The auxiliary aids listed above would be best used here if students are lacking in readiness.

Reading Activities

Because we are dealing with a classroom of varied abilities, this phase, Reading Activities, will conform to helping the individual by having him read conceptual information at his independent or instructional level. The teacher's first resource for "whole class" instruction for reading is Robinson's D.R.A. If some students will still have difficulty, the teacher can opt to find other suitable material. It is important to note that those students reading materials at different reading levels, will still adhere to the expectations of the English curriculum. This can be achieved in a variety of ways. First, the teacher, through some stroke of luck, may be blessed with varied company texts designed for this very purpose. For most teachers, however, this would be impossible or too costly. For these reasons, the teacher's alternative is to locate "easier" or "more difficult" material with the same concepts.

Evaluation

Once students have read at their (independent or instructional) levels, the teacher will evaluate, through various means, the students' comprehension. Oral feedback from a classroom using multi-level sources, will also supplement student's comprehension if one text was not as thorough as the other(s) being used.

Activities

The idea of activities as supported through the D.R.T.A will also be incorporated in the Classroom Management System. This system, however, emphasizes the need for grouping students according to a specific strategy.

Here are the five most common grouping procedures:

- (1) Random assignment using numbers or colors
- (2) Peer or self-selected groups
- (3) Homonegeous or heterogeneous achievement grouping based upon class performance
- (4) Personal or activity interest groups
- (5) Specific content area skill groups

Depending upon the needs of the students, the teacher will decide which procedure to go by for any specific activity. He may also have different kinds of groups working at one time.

Learning Options

Since motivation is a key factor in any learning situation, "Learning Options," allows the group some "choice" and "creativity" in their activity. It may sometimes be advantageous to encourage students to come up with their own idea that conforms to the purposes discussed in the first phase of the system, "Establishing Purposes."

Organizing Information

Because group activities rely heavily upon "collecting information" the skill of Organizing Information, as described in the Study Skills report, is necessary. Besides the library, an additional resource center may also be constructed "in class" for some activity periods. The teacher may ask students to help supplement the center with materials they have at home. Extra credit, as an incentive, may produce super results.

Demonstrations

In order to secure a positive learning experience for the entire class, group accountability, in the form of a demonstration or explanation is included in the Management System.

This presentation can be more properly executed if a presentation checklist (like the one attached) is used.

Record Keeping

Since students will be involved in keeping daily logs or group records, it is a good idea to have students fill out a daily form on their projects. These forms could have students enumerate the daily activities of the group, the resources used, and the contributions of each member. An individual report sheet could help students assess their individual contributions to their group. (See attached examples).

Evaluation

Besides the student input sheets discussed above, the teacher can evaluate the individuals within a group for the following:

1. Conduct
2. Cooperation
3. Effort
4. Creativity
5. Ideas
6. Homework
7. Evaluation
8. Project Completion

Time Schedule

The Classroom Management System is a very well developed program aimed at helping students work at their own levels. Although some students may need a

slower pace, a time outline should be developed as a frame of reference for both the teacher and students. This time outline should be flexible. It should contain an approximate duration time for the unit as well as a specific daily agenda. Construction of this time outline during the Teacher's Preparation phase of this system, allows the teacher to plan a step-by-step progression of the most simple to the more difficult concepts.

PRESENTATION CHECKLIST

Group: _____ Class: _____
Activity: _____ Date: _____

1. Briefly describe your project. Be sure to include why you chose the project and, what you accomplished.
2. Please list the sources and materials that you used.

<u>Sources:</u>	Title	Author	Where Found
a.	_____	_____	_____
b.	_____	_____	_____

Materials:

3. List each group member's name and what part of the project that person worked on.

<u>Name</u>	<u>Contribution</u>
a.	_____
b.	_____

4. Please tell what part each group member is going to have in demonstrating your project to the class.

<u>Name</u>	<u>Contribution</u>
a.	_____

5. After you have demonstrated your project to the class, please respond to the following evaluations: Be sure to include how you feel the rest of the class liked what you did.
 - a. We liked the following about our presentation:
 - b. We disliked the following about our presentation:
 - c. We could improve our next presentation by:

GROUP RECORD

GROUP MEMBERS:

CLASS _____

**Please list group member names
on reverse side**

Figure 3

CHOICE PROJECT _____

Date	Work done (daily activities)	Sources	Group member contributions (Who did what)
			1. _____ 2. _____ 3. _____ 4. _____ 5. _____

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INDIVIDUAL STUDENT RECORD

Name: _____

Class: _____

Group: _____

Figure 2

Date	Work done (daily activities)	Sources/Materials Used	What do you think of your effort? Did you do a good job, a fair job, a poor job? Why? What would you do differently next time?

TEACHER EVALUATION *

Figure 5

Group # _____

Project# _____

Group Member Names	Conduct	Cooperation	Effort	Creativity	Ideas	Homework	Evaluation	Project Completion	Comments
1.									
2.									
3.									
4.									
5.									

Teacher Record Rate Student 1-5 in each block 5 is highest

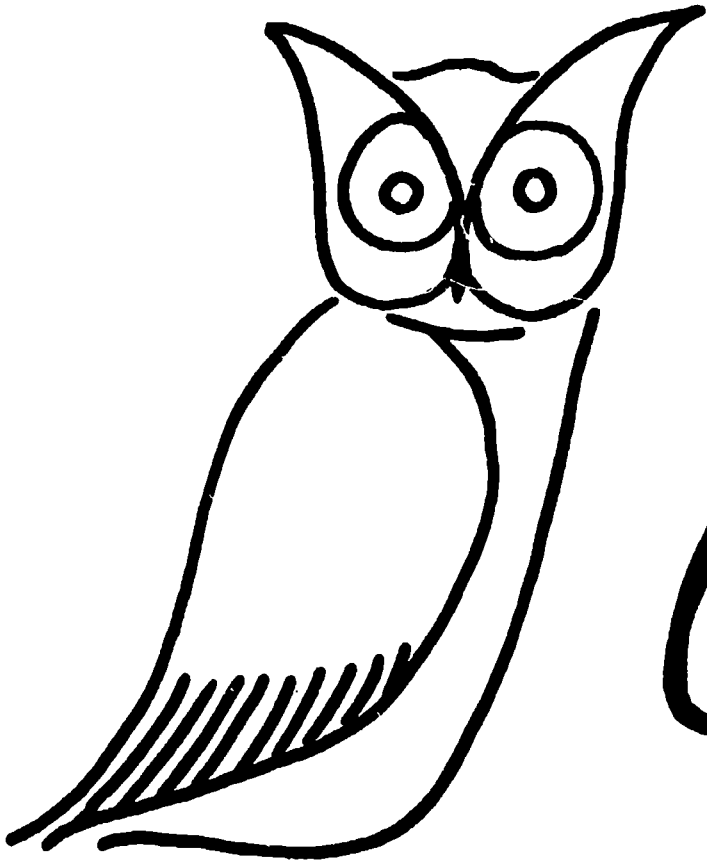
*Developed by Jeffrey Day

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Gisèle Roy
English

Harry Shea
Math

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MARCH REPORT

"STRUCTURED OVERVIEWS & STUDY GUIDES"

ENGLISH

Gisele Roy

Figure 1

② declarative Imperative Interrogative
Complex Compound-Complex Exclamatory

! / ?
IDENTIFICATION OF MAJOR IDEAS IN UNIT
①

Recognition of Technical or d. Difficult Vocabulary

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Filmstrips Records Bulletin Board Displays

③ Step 1 and 2 =
S G 3 R
Purpose-Setting

Motivational Devices!

58
ERIC. RE D Overview

⑥ Skills Needed? is yes - Teach them

⑦ Reading

⑧ STUDY GUIDE

⑨ Concept Guide

1. Questions

2. Exercises

3. Lists

⑩

A Very Good and Long Remembered Lesson!

159

Figure I is a diagrammatical presentation of the various factors needed for the preparation of a lesson.

Foremost in importance is the identification of the major ideas which students should acquire as a result of their involvement with the lesson. Concrete objectives, once identified, will help the teacher in his own understanding of the organization of the unit (Figure 1 : 1)

To insure better student comprehension of the unit, the teacher should spot word stoppers or technical vocabulary (Robinson) to be reviewed with the class prior to actual reading. The teacher also may have to expose students to background information that may be lacking in their realm of experience. (Figure 1:2)

To promote attention and active participation, the first two steps of the SQ3R technique should be incorporated. Once students survey the unit and anticipate possible questions that might be answered, they will have been challenged with a purpose for reading. (Figure 1:3)

Motivational devices can of course add comprehension but their primary objective is to generate the "desire" to learn-something that has been proven effective for aid in helping the retention of major ideas. (Figure 1:4)

The Structural Overview (Figure 1:5) is placed as the fifth step in a series in this particular lesson, but its use can be altered to fit the needs of the class. If, for example, the vocabulary can be adequately covered through the use of the overview, then the overview can be administered in step two.

Once the overview has helped students form a "mind-set" of the unit, the teacher can assign the reading assignment. If a particular skill is necessary for comprehension of the material, the teacher would review/teach the skill based upon the horizontal/vertical knowledge the students might possess at this secondary level. (Figure 1:6-7)

The Study Guide is added to the reading material when additional information, explanation, directions on how to read, or definitions are needed to assist

the reader (Figure 1:8)

As with DRTA, the Concept Guide asks students to engage in an activity that demonstrates comprehension at differing levels. (Figure 1:9)

These then, coupled with an enthusiastic teacher are the factors that contribute to a very good and long remembered class. (Figure 1:10)

Most of the research that supports the use of guides and overviews demonstrate that their use in a directed lesson helps the students attain a more meaningful comprehension of the concepts being taught. Essentially, their use implies 'organization.' Organization is the key to the benefits which can be derived from guides and overviews. Here then, are the specific benefits derived from the Overview, the Study Guide/and the Content Guide.

The Overview

The most beneficial aspect of this device is its presentation of "an organized preview" of the main theme, ideas, and components of a unit. The Structural Overview enables students to visualize important aspects of the entire unit in a sequential, chronological, spatial or other systematic manner. Whichever type of overview used, the student will visualize the type of relationship each concept shares with the others of the unit. This overview (visual), presented by the teacher (oral), prepares the mind-set of the student.

He is now benefitted from the following:

1. Oral and visual recognition of technical vocabulary.
2. Preliminary Knowledge of the major ideas of a unit.
3. Exposure to supporting details and/or examples.
4. An understanding of the relationship that exist between various concepts.

The Study Guide (Process Guide)

Going one step further than D.R.A., this guide can be implemented immediately during the reading stage once proper purposes, motivation and background information have been shared with the class.

This guide follows one or more of the following objectives:

1. Gives specific directions on the rate of reading needed to read a passage, depending on its level of importance.
2. Draws attention to major ideas by presenting them through marginal notation.
3. Offers additional explanation of difficult terms through marginal notation.
4. Questions, through marginal notation, an important idea that can be found in the adjacent paragraph.
5. Directs students to find answers to questions based on a learned skill, (such as recognizing patterns of organization). Examples of questions using this approach include:
 - a. If the author uses chronology, write down the events in the order in which they occurred.
 - b. If the author uses cause/effect, write down what caused what.
 - c. If the author uses listing, write down the things he lists and why.
6. Gives the students an indication of the level of comprehension needed for answering a question.

Concept Guide

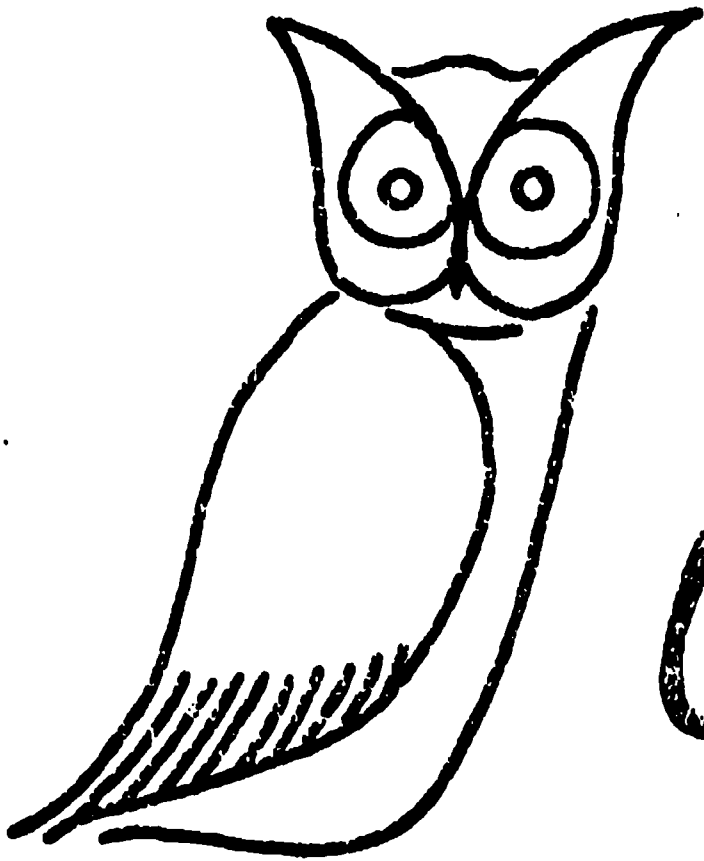
The Concept Guide's objective can most closely be associated to the "Recite, Review" stages of SQ3R. It involves active evaluation of what was read (recite) and a review, through re-reading or skimming of concepts that are still hazy. Important to the organization of this guide are three factors.

1. The readability of questions are geared to the student's independent reading level.
2. The questions are passage dependent.
3. The questions reflect various levels of comprehension and are labeled as to their type for students' knowledge of how to find the answers.

These factors insure the student's ability to understand the questions asked, to know where the answers can be found, and to know which particular skill (Literal interpretation, Critical Analysis, Inference) needs to be used to find a correct response.

Study Guide for Chapter 34

- p. 572 These first 3 paragraphs form the introduction to the unit, read them slowly
- p. 572 P.1 The author uses "listing." Give his reasons for the uses of punctuation.
- p. 572 P.2 What is proofreading?
- p. 573 P.1 This last paragraph sums up the reasons for using punctuation. What are the two main reasons?
- p. 573-576 Skim to review all of the uses for End Marks.
- p. 577-590 Red Ink is used for listing purposes. What is being listed? For what reason?
- p. 579-587 Give examples of interruptions in sentences that would require commas. Each one is listed in bold faced type. List here the ones you are familiar with. Read carefully the explanations of the others.
- p. 591-593 When will the semi-colon be used?
- p. 599 What is a direct quotation? an indirect quotation?
 Give examples of each using correct punctuation.



Project CAPABLE

CLASSROOM ACTION PROGRAM

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner"

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APRIL - MAY REPORT

INTEREST, MOTIVATION, ASSESSMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

ENGLISH

Gisel: Roy

Part 1

Thorough investigation of the "why's" and "wherefore's" of an "Evaluation Plan" leads directly to a serious study of relevant considerations of an educational project. In addition to an increased knowledge of evaluation techniques, attempts to plan an "Evaluation Strategy" has led researchers to re-evaluate their objectives and means (teaching methods).

Basically, the purposes of this self and team evaluation of the Project Capable program, as applied to the content areas, are threefold:

1. To come to a better understanding of the Project Capable program.
2. Knowing its goals and objectives, to apply the program in the best possible manner.
3. To make decisions about the future of the program based on sound reliable data.

In order to achieve these purposes, an evaluation plan should encompass the following criteria:

1. It should state in definite and specific terminology, the objectives of the program. These objectives, if they are to be correctly interpreted and relied upon for useful meaning and later application, should follow these points.
 - A. They should include the subject to be affected.
 - B. They should include the specific behavior or behavior product to be affected.
 - C. They should state the conditions under which the above behavioral changes will have occurred.

With these criteria in mind, the objectives for the Project Capable program in English are:

1. By the end of the school year, seniors in the Project Capable class will have made significant gains (5%) in their knowledge and use of independent learning skills as measured by pretest and posttest skills inventory tests.
2. By the end of the school year, seniors in the Project Capable class will retain at least 5% more content information than those in the control group as measured through averages of their final exam scores.
3. By the end of the school year, seniors in the Project Capable class will have grasped the relationships that exist among major concepts taught in their content material as measured through their completion of a partially filled structured overview.

4. By the end of the school year, students involved in the program will have raised their level of appreciation for "English" to a greater degree than those not involved in the program as shown through a semantic differential design.

The second consideration in this Evaluation Plan is our understanding of the Information Requirements. In order to adequately evaluate any of the objectives, accumulation of formative and summative information will be needed. This information is based on the subjects' behaviors and behavior products before, during and after the program. Besides data collected from the Project Capable group and the control group, pretest and posttest scores (based on a content year) from previous years will be considered.

The third consideration is our Information Source. The origin of our information will come from our classes. Students in the control group and students in the Project Capable group will be our main sources. Teachers involved with Project Capable's implementation will be our secondary source, and observers (other teachers, chairmen of content departments, and the principal) will be our third source.

The fourth consideration is the use of varied instruments. For Project Capable's purposes, both standardized tests and informal assessments will be used. The following is a list of instruments. (Profiles on Informal Assessments can be found in Part 2 of this report).

- A. Teacher Made Content Test (Literature)
- B. Standardized Grammar Test
- C. Informal Assessments (see part 2)
- D. Skills Test
- E. Vocabulary (Standardized Tests)

The fifth consideration in the Project Capable Evaluation Plan involves the Design or manner by which differences in behavior and behavior product can be measured.

Project Capable Design:

- A. Non-randomized Control Group
Non-randomized Project Capable Group
- B. Pretest and Posttest of all instruments
- C. Descriptive Frequency of Distribution (Bell Curve)
- D. Mean averages of both groups
- E. Unobstrusive measures
- F. Some (tests/quizzes) also interspersed throughout program
(formative information)

The sixth consideration involves Time and Sequence. For Project Capable's purposes

- A. Pre-tests - August & September 1980
- Post-tests - May-June 1981
- Formative Information - August - June 1980-1981

The seventh consideration involves analysis of the information obtained
To be considered:

Analysis of Covariance

Lastly - the consideration of "Reporting to other Sources"

Project Capable will fill reports to:

1. Superintendent
2. Government Agency - Evaluators
3. Principal
4. Teachers

Part 2

From the very beginning of this research project, all research material that dealt with "improving learning" stressed the importance of "motivation." The most successful teaching/learning strategies, SQ3R and DRTA, as well as the most successful directed lessons, using study guides and overviews, relied heavily upon a development of purposes and the psychological use of motivational strategies. These two learning factors, purpose setting and motivation, have been hailed by experts who demonstrate their effective uses as causes to improved retention among learners.

In effect, most researchers in the field agree that:

1. With proper motivation, a student will desire to learn and will participate more freely in class discussions.
2. Because of his extrinsic or intrinsic goals, a motivated student will be more likely to complete homework assignments.
3. This active participation (analogous to the recitation phase of SQ3R or DRTA) will increase retention of content material.
4. Because he uses his time constructively, the motivated student, in addition to reaping the benefits listed above, will cause less disciplinary problems for the class.

In order for motivation to occur, a "need" must exist. This need may be intrinsic, coming from within the person, or extrinsic, coming from outside factors. If the student has no need of either intrinsic or extrinsic quality, he has no motivation for learning.

If we are to incorporate a motivational or "need" strategy, we should be aware of both affective and cognitive domains of the student. These factors are the keys to what "turns on" or "turns off" students to our content.

Concerning the affective domain, the two factors dealing with motivation are a student's interest in the content and his attitudes concerning the content. Attainment of "attitude" and "interest" levels of particular students can be obtained through various informal assessments. Unobtrusive observation alone can indicate a great deal to the teacher. Other informal assessments (See Informal

Assessment Profiles) of the affective domain will help teachers become aware of a student's needs or lack of them.

The motivating factors dealing with "need" at the cognitive level include:

1. Purpose Setting for Reading

(Example: The teacher will draw attention to questions that will be answered by the reading assignment prior to giving the assignment.)

2. Short Term Goals

(Example: The teacher assigns short-range reading activities that have "purposes" because these are less overwhelming and more readily done by students who lack motivation.)

3. Reading level

(Example: Knowing that "difficulty" is the easiest turn-off factor for the unmotivated student, the teacher individualizes reading assignments by basing them upon the students' readability levels.)

4. Knowledge of Results

(Example: The teacher gives specific feedback which emphasizes the positive and de-emphasizes the negative.)

5. Success

(Example: The teacher, knowing the psychological power associated with "doing well," will sincerely acknowledge and praise a student's success.)

6. Usefulness of Knowledge

(Example: The teacher relates classroom content to everyday situations. Application of vocabulary, for example, may be evidenced through a continued use of such content words in oral and written activities. An activity in English, where words of all categories are studied, would be to ask students to find those words in articles in periodicals and have them placed on the bulletin board. The studied words could be highlighted.)

Added to the standardized instruments listed in the Evaluation Plan for the Project Capble program are the Informal Assessments and Informal Evaluations." More specifically, these will be used to:

1. Help the teacher understand the student's interests and attitudes

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concerning the content in order to better develop motivational strategies.

2. Measure the student's effective use of specific study skills before, during, and after the program.
3. Gain formative information concerning the student's strengths and weaknesses concerning content knowledge.
4. Gain insight into the usefulness of materials based upon readability levels as determined through informal assessments. The following are examples of Informal Evaluation Instruments.

Instrument

Profile

"Student Check List
of Study Habits"

No right or wrong answers - semantic differential used to help student and teacher understand pupil's study methods in order to increase effectiveness.

"Informal Tests of
Study Skills"

Gives teacher a quick understanding of a student's sight vocabulary knowledge of a content unit or chapter.

"Silent Reading
Inventory"

Judges student's comprehension level by means of differing levels of questions based on:

- A. main idea
- B. factual recall-details
- C. vocabulary
- D. Inference-interpretation
- E. Sequence

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"Testing a
Textbook"

Used primarily as an aid to differentiate assignments which are based upon a student's comprehension level. (See motivation "Reading Level")

These are a few profiles of the many informal tests available. To be considered are "teacher made" assessments for specific content related needs. Even when a strong motivational strategy seems to improve most students' productivity, the problem of failing to motivate some still remains. Since most content material in the secondary levels is based upon "reading," a look at reasons for reading failure seems in order

Most of the reasons deal with physically or psychologically rooted problems. Once recognized, the problems can be treated by seeking remedial or medical help. Psychological problems may be alienated through counseling.

P Physical Factors

(Are there any visual, auditory or nutritional problems that make reading difficult?)

L Language Factors

(Do the speaking and/or writing skills demonstrate an intermingling of languages? For some, this may mean a jumbling of word order in sentences, and difficulty with vocabulary and grammar.

E Environmental Factors

(What are the attitudes (about reading) of the family and peers? Is there any extrinsic motivation at home?)

A Aptitude

(Does the student have the ability to effectively deal with what he read? What are his capacities for visual and auditory memory? Does his reading promote judgments on his part? Can he utilize general information?)

S Social/Emotional

(Does the student relate well with peers, family and self? Are these any deep-rooted problems that hinder self-growth?)

E Education

(What is the quality of teaching? Have purposes been set? Is the class size inappropriate?)

Filmstrips amusing anecdotes and overhead projections dealing with content, are of slight importance when a motivational strategy is truly incorporated. A good motivational strategy involves the individual and his needs with the content as a means to their satisfaction. A motivational strategy involves a long range, step by step, assessment of various motivation factors dealing with the affec-

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tive and cognitive levels of an individual.

Thorough analysis of informal assessments will allow both student and teacher to gear their learning strategies to a more productive level.

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*All members used same resources.

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