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ABSTRACT

This paper describes the components of a community college reading program. The contents include a discussion of the philosophy of the program, a definition of reading, information on students using the reading program, general instructional objectives, behavioral objectives for learning outcomes of reading and study skills programs in the community college, a diagnostic model, an instructional model, the current reading program, a description of the course, reading assumptions on which the reading program is based, psychological principles related to adult learning, the relationship of the reading program to other organizations concerned with reading, staffing, research, inservice training, program revision, and innovations. (WR)

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OVERVIEW OF THE READING PROGRAM AT PARKLAND COLLEGE

Prepared by
Cathy L. Livingston

Revised
1974-75

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PHILOSOPHY

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The philosophy of the Parkland College Reading Program is based on the following beliefs; 1) a certain amount of reading ability is still central to success in our society; 2) students seeking help in reading enter where they are and should not be penalized for their lack of development; 3) the present staff and facilities were really equipped in the past to best help those students who enter with a reading level approximately equivalent to sixth grade and above; however, efforts are now being made to improve the range of services so that students who enter the college with less than sixth grade reading level will now also be able to receive help in developing their reading skills; 4) diagnostic procedures should be utilized to the extent necessary to successfully describe the student's needs and that such procedures should be meaningful learning experiences to the student; 5) the student should be given the opportunity to better understand his reading strengths and needs; 6) the student should be given the necessary counseling service to help understand his problems; 7) the reading process is partly sequential and complex and that the curriculum should be cognizant of the need for developmental strategies; and, 8) the curriculum design should increase a student's responsibility for his own learning and should provide him with the tools necessary to further his own learning.

The philosophy of Parkland College is that of the "open-door" policy. Another philosophy of the college is that the student has the right to fail. At this point in the college's development, there is no policy of required enrollment in a reading course for any reason. In cooperation with these policies, the Reading Program is investigating the possibility of requiring all entering students to take a reading test. A test of this

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nature would at least provide the student with some concrete and specific feedback about his reading skills. With this information, the student might be more inclined to seek help in reading.

The Reading Program does not believe that it alone can improve and develop the student's reading skills. The Program can provide the student with help in specific skill areas and can also attempt to help the student integrate these skills, but a student's success in the Program is based on the following;

a) the student's recognition that he needs help;

b) the student's decision to make use of the help offered him;

c) the student's willingness to apply what he has learned in the reading classroom to his total college program and his own life;

d) the student's abilities to think critically, to problem-solve, and to relate his own experiences to the material he is reading;

e) the student's total gestalt and the extent of experiences which make it up.

The Reading Program does not expect the student to come with these five contingencies fully developed. The Reading Program assumes two areas of responsibilities concerning the above. First the Program can provide the student with the necessary counseling help to work his way through some of the above processes. Secondly, the Program needs to work on helping the instructional staff learn how to positively reinforce the above processes.

The Reading Program recognizes that reading is part of a larger process-the communication process. Whenever possible, then, reading instruction should be viewed as part of the communication process. When possible reading instruction should be correlated with instruction in writing, speaking, and listening. Since reading is involved in many aspects of studying (test-

taking, notetaking, listening, etc.) the Reading Program deals directly with these especially important reading needs under the guise of study skills.

Finally, the staff of the Reading Program believes that because reading is part of a larger process - the communication process - and because the process of communication must involve the total person, it is not possible to teach reading as an isolated subject in the student's life. In trying to help the student improve his reading ability, the staff members view it as necessary to deal with the student as a whole person.

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WHAT IS READING?

Before one can proceed very far, it seems necessary that one has in mind some definition of reading. Whatever definition one uses, it is crucial that emphasis be placed on reading as a meaningful act associated with clear and more effective communication. One other fundamental aspect of the definition of reading is that its very nature requires a systematic and developmental teaching approach. Frequently when teaching adults to read or improve their reading, some educators have jumped to the conclusion either that there is no particular need to pay much attention to the systematic, sequential development of reading skills in teaching adults to read, or that the skill development sequence is somehow substantially different for adults than for children. Reading specialists, however, agree that while the teaching approach must differ, the skills remain the same. Richard D. Burnett in his "Basic Literacy Projects for Adults: A Reading Specialist's Comments" says very succintly:

> The learnings which underline the ability to extract meaning from a printed page are common learnings whether the potential reader is a young child or a fully matured adult.

Below are two different approaches to defining reading. According to E.A. Betts:

> Reading is a language process rather than a subject. In a psychological sense, reading is a thinking process. In another sense, reading is a "social process" that "relates" the reader to his environment, and conditions that relationship. Psychophysiological factors, such as seeing and hearing, also are embraced by an adequate concept of reading as a process.

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From George D. Spache and Paul C. Berg:

> Reading well is no small task. Not many people ever become highly skilled at it except in relatively few areas of knowledge. The reason is that each area requires not only highly developed general reading ability but also special skills for special reading tasks. For example, a broad general vocabulary is needed for accurate, fluent reading in any area, but a vocabulary of special meanings is also needed to read in each particular area of knowledge. Also necessary are particular ways of thinking for understanding best what each writer has to say. Reading newspapers requires the skill of being able to "read between the lines" or to read critically in order to detect bias for insufficient proof of statements. Reading literature also requires critical analysis, but not so much for judging truth or bias as for discovering the writer's tone and mood, as well as his point of view. Reading in mathematics and science requires specific steps of reasoning and special attention to detail. Reading in social studies class calls for skill in organizing facts if the reader is to understand time-spce sequences or to follow cause-effect relationships dealing with human behavior. These examples indicate only a few of the many kinds of skills required for good reading.
>
> The efficient reader must also know how to select the right combination of skills for a particular purpose, taking into account the depth of comprehension he needs. Assignments, directions, formulas, or statements of scientific principles must, of course, be read carefully and, as a rule, slowly. But one need not have a high level of comprehension for everything he reads: In some instances, a quick and superficial reading will suffice. Yet some persons--especially those who have narrow reading interests--regard everything as important and prod and pull out every small detail. Although such persons may have satisfactory comprehension, they may read very little, probably only in their areas of major interest, never finding time to read for pure enjoyment or entertainment. Some things are not worth careful reading or remembering, and others, though important, can be scanned quickly for all the necessary information.

One could include a lengthy list of reading definitions offered by leaders in the field. However, these two definitions take into account most of the essential information concerning the reading process. The definition by Betts encourages one to focus on reading and how it relates

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to one's total functioning, while the definition by Spache and Bern encourage one to be conscious of the numerous specific skills which go into the act of reading. Thus the Parkland College Reading Program attempts to embrace these two condepts into its structure and methodology.

Most important in the Program's approach to defining the reading process is its acceptances and belief in Paulo Freire's teachings and writings concerning adult literacy. Even though the staff believes, accepts, and works from the descriptions of reading offered above, it superimposes on all of these definitions Freire's approach to defining literacy-

> Becoming literate, then, means far more than learning to decode the written representation of a sound system. It is truly an act of knowing, through which a person is able to look critically at the culture which has shaped him and to move toward reflection and positive action upon his world.
>
> (Harvard Educational Review, 1970, p. 205)

Belief in Freire's teachings is still one step short of a reading program. His teachings must be operationalized if they are to be felt by the student.

The staff has not found this implementation an easy task. However, the staff continues to strive to perfect methodology and materials so that they work towards achieving Freire's concept of a literate person.

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INFORMATION ON STUDENTS USING THE READING PROGRAM AT PARKLAND COLLEGE

Parkland College serves one of the largest geographic areas in the state. The College is located in central Illinois and it covers more than 2500 square miles. The community college was established in 1967 to serve the needs of students in its near 50 communities. The College offers courses in liberal arts and sciences, general education, continuing education, and courses in occupational, semi-technical, technical, and semi-professional fields. All high school graduates are eligible for admission to Parkland College. Non-high school graduates over 18 years of age have the opportunity to enroll in appropriate courses and programs. Students entering Parkland as full time students are required to take the ACT test. This test is the only required test asked of the student. Hence its results are the most readily available standardized information on students.

Virtually all of the students served by the Reading Program are students who have been admitted to the College, either as full time or part time students. Undoubtedly the reader can see the wide range of students which need to be served by the Reading Program. Generally, students coming to the Reading Program for help come in one of the following four ways:

a) referred through advertisement--catalog, brochure, presentations, etc.;
b) referred by other students;
c) referred by counselor or advisor; or
d) referred by classroom instructor.

One of the Program's goals is to keep a record of referral origins so that some information is available to aid the staff in making decisions about publicity needs.

At this time there is no specific information on the types of reading

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problems of students using the Reading Program. There is likewise no specific information on the causes of the reading problems of students served by the Reading Program. However, several general comments can be made about the various factors causing reading problems. Although there is frequently more than one factor causing a reading problem, the following catagories are offered as a way of discussing reading problems in reference to students at Parkland College:

a) Physical
b) Intellectual
c) Socioeconomic
d) Emotional
e) Educational.

Most of the students served by the Reading Program at Parkland College have normal health patterns. The students are given a visual screening test when coming to the Reading Program. The Bausch and Lomb Modified Ortho-Rater is used. Most referrals made from this instrument result in correction of vision through lens prescriptions. At this point, no hearing test is administered. If a hearing problem is suspected, the student is referred to a doctor. The Program is investigating the possibility of obtaining an audiometer. The Program has worked with some handicapped students over the last two years. These students have been few in number but appear to be increasing. If this is the trend, there is a definite need for the Program to become better equipped to serve these students. All students enrolling in Parkland College full time are requested to complete a form giving information on their health status. Certain programs within the college require a physical exam by a physician.

Students coming to the Reading Program for help are not given an

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intelligence test. The assumption made is that for the most part the Program will be working with students of at least average intelligence. If it becomes apparent that after diagnostic procedures and carefully-make instructional plans are implemented the student is not making any or adequate progress, and if no other acceptable reasons can be offered to explain the lag, then the Program seeks the service of one of the college's counselors to administer the appropriate psychological test(s). Generally, such tests are selected from the following:

1)WAIS
2)Bender-Gestalt
3)Stanford-Binet etc.

For the most part this pattern has worked well for everyone concerned.

Socioeconomic factors are heavily involved with many students who seek help in reading. The College has a program which specifically seeks to aid students from low or poor socioeconomic backgrounds. The professional staff in the Reading Program has made many endeavors to better be able to serve these students, but much work needs to be done.

It would be difficult to measure how much emotional factors influence reading problems. The orientation of the instructors in the Program would lead them to conclude that many students' reading patterns are negatively affected by emotional problems. However, it is worth noting that this is a chicken-and-egg dilemma in children's reading theory. Which comes first: problems in reading followed by developing emotional problems, or emotional problems followed by problems in reading? From a practical standpoint the important question seems to be, "How is one going to deal with emotional problems if they are indeed interfering with a student's progress in reading?" The staff at Parkland College does offer help to students regarding emotional problems. Interestingly enough, there are some cases on record indicating improvement in reading following counseling

with a student's progress in reading?" The staff at Parkland College does offer help to students regarding emotional problems. Interestingly enough, there are some cases on record indicating improvement in reading following counseling help.

Students suggest a number of reasons for their poor reading skills which fall in the category of educational factors. The three most common reasons are:

1) Inadequate teaching of reading when they were in school;
2) General school deficiencies;
3) Their own lack of motivation while in school.

Since no records are available on the students, these reasons are all that are available.

One of the aims of the Reading Program is to gain more specific information in each of these areas concerning the cause of reading difficulty. Hopefully with this information, diagnosis and instruction can be improved.

There is another category of students which could perhaps be appropriately listed in the category of educational factors as a cause for reading difficulties. These are the foreign students. The Program is beginning to receive an increasing number of foreign students. While most of these students have average or above educational backgrounds, they are at a disadvantage when communicating in foreign language. Much more work needs to be done by the staff in order to better meet the needs of these students.

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GENERAL INSTRUCTIONAL OBJECTIVES

The following instructional objectives encompass the general aims of the Reading Program. These general objectives seem particularly helpful because:

1) they cover any area related to or involved with the improvement of one's reading;

2) they provide the instructor and the student with a structure to help guide learning;

3) they are flexible and general enough to be shaped for each student's needs;

4) they are not tightly sequential to allow for a student to work on more than one area at a time; and,

5) they attempt to work on one's reading skills as part of the total language process.

The author has spent considerable time and space to attempt to explain carefully the role of behavioral objectives in Parkland's Reading Program. The following section appeared as an article in Programs and Practices for College Reading, Volume II, published by the National Reading Conferences in 1973.

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BEHAVIORAL OBJECTIVES FOR LEARNING OUTCOMES OF READING & STUDY SKILLS PROGRAMS IN THE COMMUNITY JUNIOR COLLEGE

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Behavioral objectives cannot be considered as equaling the sum total of a reading program. Behavioral objectives must be combined with the philosophy of the program, student selection, student needs, materials available, personnel available, and numerous other factors before one can feel that he is seeing the total program.

In almost any form of education today, there is a vast difference in the profiles of any two students. One must keep in mind that such things as intelligence, experience, physical factors, emotional maturity, interests, age as developed maturity, and psychological factors influence how one learns. In view of these factors, it is impossible to assume that as the teacher covers each facet of the material, all students will grasp that facet equally. Stated differently, is it possible to assume that as a result of exposure the student will have achieved the desired outcome? Experience would almost force one to admit that such an assumption is dangerously false.

From some of the measurements educators have gathered on students in recent years, it is obvious that students complete portions of their education with considerable and sometimes astonishing differences. With the increasing awareness of differences among students, educators have proposed another approach to cope with these differences. Why not state instructional objectives in terms of what the student should be able to do when he has successfully mastered the material? These instructional objectives are called behavioral objectives when the final product of learning is described in terms of the student's behavior.

When instruction is concerned with a fairly simple task, it may be possible for one to list all of the types of behavior that are needed to complete the task. It would then be possible to teach each of these behaviors directly and to use them all in evaluating the student's performance at the completion of instruction. However, for higher levels of instruction, it is possible to list only some of the specific types of behavior that indicate a grasp or understanding sample of behaviors that insure mastery of the objective.

The necessity of sampling makes it necessary to define learning outcomes as a two-step process. Normally the instructional objectives are stated as general learning outcomes. Secondly, under each instructional objective, a representative sample of the specific types of behavior that indicate attainment of the objective is listed. Equipped with instructional objectives, the teacher no longer has to assume that a student has mastered the objectives. The instructor can now utilize the presence or absence of observable behaviors as an indication of how much learning has taken place with each student.

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It's within the framework of this two-step process of dealing with higher levels of learning that educators seem to misinterpret one another. The purpose of this overview is not to discuss all of the interpretations of behavioral objectives, but to make clear how one operates within the framework of this two-step process. The format for behavioral objectives as described in this overview follows that of Norman E. Gronlund (1970). In examining the various approaches to behavioral objectives, it is the author's opinion that Gronlund's approach best insures that all levels of learning can occur and be evaluated. Following Gronlund's approach, each general instructional objective is stated as a learning product (rather than in terms of teacher performance). Each general instructional objective includes only one general learning outcome which is relatively independent of other instructional objectives. Under each instructional objective a list of specific learning outcomes is included, each of which describes the terminal behavior that students are expected to demonstrate. Each learning outcome must be described by a verb that states specific, observable behavior. It is crucial for educators to remember that the observable behaviors listed only represent a sample of appropriate behaviors. Insight into one's goals in teaching will enable one continually to recognize and state other observable behaviors that demonstrate completion of the general objective.

Once one outlines the observable sample behaviors for each instructional objective, does one teach towards his sample behavior? Definitely not! One must teach towards the general instructional goals and only rely on the sample behaviors as a way of deciding if he has accomplished his instructional objectives. If one teaches towards the sample behavior, one misuses and destroys the power of behavioral objectives.

How does one incorporate behavioral objectives into a community college reading and study skills program? First, one must keep in mind that behavioral objectives must be understood in combination with the philosophy of the program (student selection, student needs, methodology) and the content of the program materials available and personnel available. Developing and using behavioral objectives independently from these other considerations places more emphasis on the objectives than they were intended to merit.

There are numerous other factors which one should consider before using behavioral objectives. These factors are related to principles of sound learning theory and are beyond the scope of this overview. One must also be sure that his general instructional objectives are in harmony with the principles of sound learning.

The instructional objectives as listed in this oberview presents the ultimate possibilities for a student seeking to improve his reading and study skills. It would be unrealistic to assume that all students will achieve each of these objectives fully. First, some of the objectives are life-long goals for most people. Secondly, not all students need or want to achieve all of these objectives. The student and instructor must work together in deciding which of the objectives are most essential to the student's present needs. Although the objectives are not given in order of importance, a certain order must be established in planning the student's program so that sound learning principles are not sacrificed.

The author has one recognizable bias in incorporating these objectives into a reading and study skills program. The eleventh general instructional

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objective has been stated as a separate learning outcome, but in practice it is essential that this objective permeate the attainment of the remaining objectives. One must be careful not to violate the student's capacity and goals in incorporating this objective into the other facets of reading and studying. But this objective justifies the existence of the other ten and must be treated as such. The simultaneous achievement of this objective with the other objectives would answer many of the questions and problems associated with reading programs.

A list of eleven general instructional objectives follows. Each of these objectives is followed by sample behaviors which indicate completion of the objective.

1. The student knows his present reading strengths and weaknesses in terms of skills, his reading potential, and his reading and study habits.
   - A. In conference with the instructor, the student analyzes the results of his diagnostic test(s).
   - B. In consultation with the instructor the student outlines his reading and study pattern from the results of a questionnaire concerned with reading history, reading and study habits, and interests.
   - C. The student identifies his major strengths and weaknesses in reading and studying before he leaves the program of formal instruction.
   - D. The student outlines a plan that he will follow on his own to improve his weaknesses in reading and to strengthen his study habits.
   - E. Whenever possible, the student selects reading material that is appropriate for his present reading pattern.
   - F. The student devises systems for when he must use reading material that is not appropriate for his present reading pattern.
   - G. The student expresses on his own that reading is a developmental process which does require special attention and refinement throughout adulthood.

2. The student understands the physiological and psychological processes of reading and studying.
   - A. The student wears the necessary corrective lens when reading.
   - B. The student reads in a properly lighted area.
   - C. The student holds the material at the correct angle and distance while reading.
   - D. The student discriminates between letter and word configurations.
   - E. The student selects those periods of the day when he is most alert for reading and studying.
   - F. The student chooses a setting for reading and studying which is conducive to his learning.
   - G. The student attempts to control anxiety and tension during periods of reading and studying.

3. The student understand the improtance of supportive activities before, during, and after reading.
   - A. The student verbalizes the process he uses to set a purpose for material that he needs.
   - B. The student surveys the material before reading it.
   - C. The student formulates questions that he is seeking to answer from the material he reads.

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D. The student outlines his system for marking a book as he reads it.
E. The student uses a consistent system for marking a book as he reads it.
F. The student recites from memory the main topics and supportive ideas from what he's just read.
G. The student uses his notation and marking system for review.
H. The student pauses while reading to think about and react to what he's read.

4. The student exhibits mastery of literal comprehension skills. Literal comprehension relies on information which is explicitly mentioned in the material. The information can be of a simple or complex nature.

Reading for information
1. Recognize details
2. Recognize main idea - explicitly stated
3. Scanning
4. Recall details

Reading to organize
1. Classification
2. Sequencing
3. Skimming
4. Outlining
5. Referents
6. Summarizing
7. Following directions

A. The student locates specific facts or details when asked to do so.
B. The student identifies the main idea when it is explicitly stated.
C. The student uses a scanning procedure when it is appropriate for his purpose of reading.
D. The student recalls important details when instructed to do so.
E. The student generalizes in a simple declarative sentence what the author has stated about the topic.
F. The student uses a skimming pattern of reading when it is appropriate for his purpose for reading.
G. The student identifies the correct antecedent for referents when asked to do so.
H. The student gives the correct response called for by his reading directions.
I. The student states common likenesses and differences when they are specifically stated.
J. The student states the order of occurrences of events when asked to do so.
K. The student outlines the main points of what he reads by using direct statements or paraphrased statements from the selection.

5. The student exhibits mastery of inferential comprehension skills. Inferential comprehension uses ideas explicitly stated combined with experience and intuition for conjecturing. Inferential comprehension involves "thinking beyond the printed page."

Reading to interpret
1. Infer main idea
2. Compare and contrast

3. Explain
4. Cause-effect
5. Make a generalization
6. Predict outcomes
7. Read between the lines

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Reading to evaluate
1. Fact from fiction
2. Fact from opinion
3. Judge adequacy and validity
4. Evaluate assumptions
5. Judge worth and desirability and acceptability
6. Form an opinion
7. Form questions in response to reading

A. The student explains in his own words what he has just read.
B. The student states in a complete, declarative sentence the main idea of what he has read.
C. The student predicts outcomes or alternate outcomes of material he reads when asked to do so.
D. The student draws conclusions from material he reads.
E. The student identifies the author's basic assumptions.
F. The student evaluates the author's basic assumptions.
G. The student identifies the cause-effect relationships in materials he reads.
H. The student judges the acceptability of the author's reasoning.
I. The student compares or contrasts something in the selection which is not in the selection.
J. The student points out general patterns or models when they are present.
K. The student explains how he infers certain thoughts even though they haven't actually been stated.

6. The student exhibits mastery of aesthetic comprehension skills. Aesthetic comprehension skills rely on the psychological and aesthetic impact of material. Aesthetic comprehension involves knowing and responding to literary styles, character traits, etc.

Reading to appreciate
1. Appreciate plot
2. Appreciate setting and sensory images
3. Appreciate characters
4. Appreciate literary quality
5. Appreciate sense of humor

A. The student verbalizes his feelings about the appropriateness of the plot.
B. The student rearranges the events of the selection as a means of generating other plots.
C. The student describes his feelings for the setting.
D. The student identifies some sensory images from the selection when asked to do so.
E. The student states that he feels like he is there when reading certain materials.

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F. The student verbalizes empathy with some of the characters.
G. The student verbalizes that he sees himself in some of the characters.
H. The student interprets the meaning of what he reads in terms of the author's style and skill.
I. The student laughs at the author's intended humor.

7. The student understands how to develop his vocabulary through different approaches, including word analysis, word derivation, context clues, use of the dictionary, and wide reading.
A. The student identifies the type and level of vocabulary he will need in his chosen curriculum.
B. The student uses clues in the context to get the meaning of unfamiliar words.
C. The student chooses the meaning of a word which best fits the context.
D. The student uses the structural analysis of words whenever helpful, noting the common parts of words--roots, prefixes and suffixes that modify the meaning of the root.
E. The student consults the dictionary as a source of getting the meaning of the word when other methods seem inappropriate.
F. The student consults the dictionary for the exact meaning of the word.
G. The student studies words systematically, for example, makes a vacabulary file of new words which includes derivation, pronunciation, definition, and an original sentence using the word.
H. The student uses newly-learned words appropriately in his conversation and writing.
I. The student watches for new words as he reads.

8. The student exhibits mastery of the basic word recognition skills.
A. The student pronounces the basic speech sounds.
B. The student isolates the sounds in words when asked to do so.
C. The student blends the phonetic parts of words to obtain the correct pronunciation.
D. The student verbalizes the common principles used in dividing words into syllables.
E. The student divides unknown words into syllables so that he can pronounce them.
F. The student tries to pronounce words that he doesn't recognize.
G. The student verbalizes the many resources he uses when attempting to sound out words.
H. The student pronounces words correctly when using the diacritical markings of a dictionary.

9. The student knows the relationship of his rate of reading and his style of reading to both his purpose for reading and to the type of material he is reading.
A. The student selects the method of reading most appropriate for his purpose in reading the material.
B. The student selects the method of reading most appropriate for the type of material that he is reading.
C. The student explains the need for flexibility in rate of reading.
D. The student explains why he can't quote a number identifying how fast he reads.

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E. The student verbalizes why he selects different reading styles for his various subject areas.
F. The student verbalizes less concern for his reading rate and more concern for understanding what he reads.
G. The student outlines a plan that he will utilize as a check for measuring if he is reading the material at the most efficient rate considering his comprehension needs.

10. The student exhibits mastery of study skills necessary for success in his chosen curriculum.
A. The student outlines the type of study skills he sees himself as needing in his chosen curriculum.
B. The student in consultation with the instructor chooses which study skills he needs to develop.
C. The student takes lecture notes which are understandable both immediately after the lecture and at a later point after the lecture.
D. The student takes notes which reflect the intended meaning of the lecture.
E. The student verbalizes the main pitfalls which can occur while one is listening.
F. The student outlines his plan for avoiding listening pitfalls.
G. The student diagrams his budgeting of time for his study needs.
H. The student outlines how he sets goals for himself as he studies.
I. The student devises a problem-solving method to be used when needed in each assignment that he approaches.
J. The student shows how he uses this problem-solving approach when asked to do so.
K. The student verbalizes knowledge of the difference in responses called for by objectives and essay exams.
L. The student describes the basic test taking insights which can sometimes be applied when taking exams.

11. The student understands that reading is a part of the language process, a meaningful activity which is part of the thinking process.
A. The student uses reading as a stimulus to thinking- reads then stops and thinks about what he read.
B. The student sometimes goes off on a tangent to follow a new idea suggested by reading.
C. The student returns to material that he has read to prove a point, to propose a problem for discussion, to entertain someone.
D. The student questions the relationship of reading skills to the total act of reading.
E. The student adheres to a desire to react to what he reads.
F. The student selects reading material that meets a personal need.
G. The student verbalizes his participation in the aesthetic and emotional experiences presented by the author.
H. The student relates what he has read to his own experience.
I. The student verbalizes that he has gained an understanding of himself and other people from reading.
J. The student identifies a change in his thinking or behavior as a result of thinking.
K. The student identifies reading as an enjoyable, leisure activity.

DIAGNOSTIC MODEL

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The following eight steps are utilized by the Reading Program to determine an accurate picture of the student's needs before writing an instructional plan.

1. Determine an estimate of reading performance and potential.

   Instruments (a,b, & c) are almost always used to measure reading performance. Instruments (d,e, & f) are sometimes used in obtaining information about the student's reading performance.

   a) The Graded Word List by LaPray and Ross (See Margaret LaPray and Ramon Ross, Journal of Reading, January 1969, vol. 12, no. 4, pp. 305-307);
   b) The Diagnostic Informal Reading Inventory for Adults (Reading Levels from Grade Level 4 through Grade Level 14) by Cathy L. Livingston;
   c) The Reading Habits Inventory prepared by Cathy L. Livingston;
   d) Basic Speech Sounds Pretest from the Basic Speech Sounds Package prepared in the Reading Center;
   e) The diagnostic Test for Reading in Tactics I & II by Scott Foresman & Co.;
   f) Other.

As mentioned earlier, no intelligence test is administered at large to students seeking help in reading. The rationale behind this decision is that the Reading Program assumes that for the most part it can help students improve their reading skills regardless of their intellectual potential. The Program operates on the assumption that for the most part individuals have average intelligence or above. If it becomes apparent that after testing and instruction a student's skills are not improving, then an individual intelligence test may be administered. This step is taken to explore the possibility that the student has low enough intellectual potential as measured by this instrument and that his reading skills may improve at a much slower rate. It has been a rare situation in the history of the Reading Program that the student has had such low intellectual potential that the Reading Program has not been able to help him in any way.

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2. Determine the degree of discrepancy from the results in step #1.

This step could actually be considered as part of step #1, but it was listed separately to emphasize its impact on the remaining steps and the type of instructional plan. If the discrepancy is quite large, then a number of outcomes seem to follow automatically. First it would be very important that the instructor spend enough time on diagnosis to determine what the student does actually know regarding reading. Since reading instruction is somewhat systematic, it's very important for the instructor to make sure he does not recommend an instructional plan dependent on the student having certain skills when in reality the student does not have those skills. Also if the degree of discrepancy is large, the instructor should take into account what type of instruction he chooses for the student. An instructional plan which has very little instructor contact could easily be inappropriate for such a student. If a student can learn without an instructor, why hasn't he done so by now? The instructor also needs to know how severe the problem is in recommending how much time the student should allow for working on his reading need. One final factor to consider is that if the reader is far below his potential, one would want to be more conscious of trying to find out why this might be the case so as to plan a more effective instructional plan.

3. Determine profile of specific skill strengths and needs.

This step is critical to the student's progress in reading. Because reading is a highly complex process, it is important that the instructor have a fairly accurate picture of what the student can and can't do before they together determine an instructional plan. The instructor exercises his own judgment concerning the level(s) of diagnosis appropriate for each student.

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Levels of Diagnosis

There are actually three levels of diagnosis which the instructor selects from:

Survey Level
Specific Level
Intensive Level.

The Survey level of diagnosis is basically the screening level. When working in a classroom setting, the instructor is attempting to identify areas in which the whole class or certain groups appear to need corrective instruction, and to locate students who appear to be in need of more specific diagnosis. When working with an individual, the instructor is trying to get an estimate of the level at which the student can read. At Parkland, generally, the staff uses the following instrument for the survey level of Diagnosis:

LaPray & Poss Graded Word List
Iowa Silent Reading Tests, Level 2, Form E

The Specific level of diagnosis is concerned with gaining detailed information about an individual's learning performance and potential. Diagnosis at this level is interested in isolating those weaknesses and gaps that are the immediate causes for poor performance. It is worth noting here that in selecting tests to be used at this level, it is not so important which tests are selected as is the purpose for which they are used. The same tests may be used for both the Survey and the Specific levels of diagnosis; it is how the results are interpreted, analyzed, and used which determines the level of diagnosis. The following instruments qualify to be used at the Specific Level of Diagnosis:

LaPray & Poss Graded Word List;

Iowa Silent Reading Tests, Form E;

Teacher constructed Informal Reading Inventory

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Teacher constructed tests to measure specific skills in reading: e.g., Knowledge of Basic Speech Sounds; Skill in finding the main idea; etc.;

Reading for Understanding Placement Test by Scott Foresman & Co.;

Diagnostic tests from Tactics in Reading I,II,& III by Scott Foresman & Co.;

Vision Screening Test using the Bausch-Laumb Orthorator;

Relevance of Sound Diagnostic Test by Westinghouse Learning Press;

Relevance of Words Diagnostic Test by Westinghouse Learning Press.

The Intensive level of diagnosis is reserved for those cases which appear to be unusually severe and appear to be complicated by factors which impede learning even when sound instructional plans are used. At this level a complete case study is done on the student. Diagnosis at this level requires the assistance of a well-trained counselor who is primarily responsible for assembling the case study information on the student. The counselor also holds conferences to interpret the results to the reading staff. The counselor assembles as much of the following information as he can collect:

Information about the student's academic performance in the past;

Information about the student's background, health record, personality adjustment, and social adjustment;

Information about the student's mental ability.

The counselor uses his own judgment in selecting the appropriate instruments to gather information about the student. Generally, the counselors employ such instruments as the WAIS, the Stanford-Binet, the Bender Gestalt, etc.

4. Determine an estimate of the student's instructional level.

Given all of the information from the first four steps, the instructor then has to estimate what is the student's instructional level. The

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instructional level is that level where the student can read with some help from an outside source but still maintain at least 70% comprehension. This information serves a number of purposes. First the instructor has to know what level of materials the student can handle in planning his instructional program. It is not going to help the student much to work on a set of material with a reading level of a freshman in college when the student can only read at about the upper grade school level. Secondly the instructor needs to look at where the student is in his present program of study. The instructor has some obligation to help the student decide if he can pursue his present academic schedule given his present reading level. Finally with this figure in mind, the student and instructor can decide what goal the student is going to work toward in a given amount of time.

One other point worth noting is the concept of instructional level for adults. In working with children, the same concept of instructional level exists. However for children this level is usually recorded with a very specific number; e.g., 4.5; 6.0; etc. This specific designation seems to lose some of its meaning and merit when working with adults. It seems more appropriate to speak in terms of bands. The bands used by the Reading Program are:

0-3 grade	Beginning level
4-6 grade	Intermediate level
7-9 grade	Developmental level
10 grade	Advanced level

5. Look for possible causes of the reading problem.

In planning this step, it is very important that the instructor listens to the student describe his goals, interests, and perceived needs. If the student is in error regarding his perceived needs, then the instructor should spend time with the student working out the discrepancy. As an example, a student might suggest that if he could learn to "speed

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read", he wouldn't have any more problems studying. While this may be true, the instructor would probably point out to the student why it is necessary for him to work on some of his other reading skills before he pursues working on his rate.

In working out an instructional plan, the instructor attempts to keep in mind the aspects of the Instructional Model discussed in the next section.

The Staff believes that it is important to share with the student where these efforts in diagnosis have led. Frequently, this sharing is an aid to gaining credibility with the student. His realization of the time the staff member has spent with him may help him gain trust and confidence in the Staff.

7. In conjunction with the student, plan an instructional contract.

Since the hypothesis stated in number six is stated in terms of behavior needs, it leads directly into planning for instruction. As an example, part of the hypothesis says that the student does not know the long and short vowel sounds; therefore part of the instructional package will be for the student to learn the long and short vowel sounds. The student should be involved so that he can have input on his choices, goals, interests, etc. Although the staff believes that their expertise is needed on the subject matter, the student's expertise on himself is needed.

8. Teach 1-2 lessons to test validity of diagnostic hypothesis.

This step is a way of bridging the gap between diagnosis and remediation. It provides one with a chance to support the findings so far, to make any changes, and to show the student the relationship between diagnosis and instruction.

Relationship of elements of diagnostic model.

Della-Piana provides one with a good frame of mind for diagnosis. He says that one should always keep in focus the question: "How is this

information going to help me in remediation?" This same thinking applies in the relationship of the elements of the model. (See the next page for a flow chart diagram explaining the relationship of elements of model.) Basically the first four steps are from left-to-right, but they all have input into step 5, as well as step 5 having input into them. Steps 5-8 are bi-directional whenever it's necessary to gain more information about useful planning for remediation. One can re-enter any component of the model when it seems necessary to do so.

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Model for Diagnosis of Reading Needs of Adults

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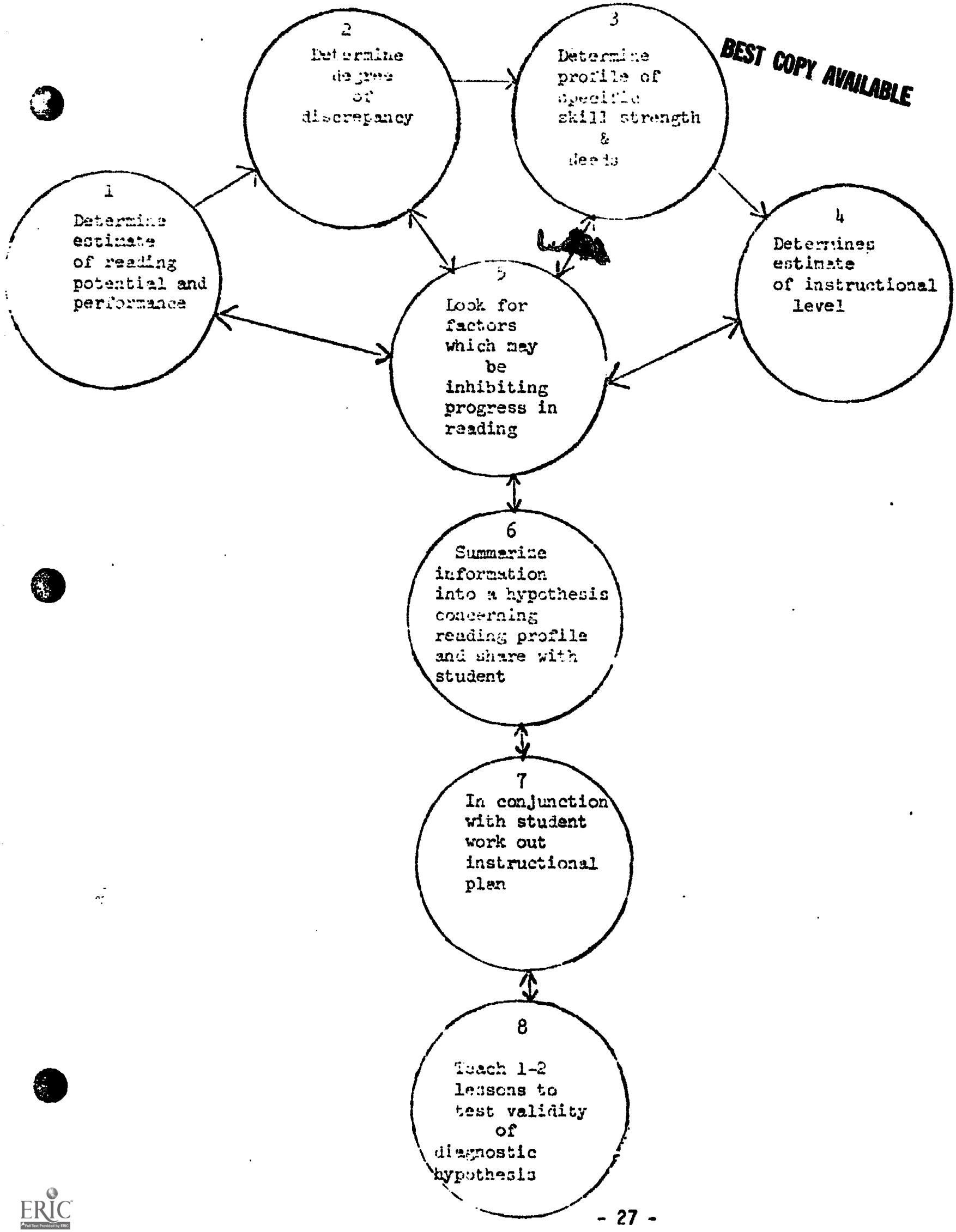

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INSTRUCTIONAL MODEL

In planning instruction for a student, the Reading Program:

1. Uses the larger frame of reference regarding reading; it is part of the communication process. Whenever possible build elements into the instructional plan which make it easier for the student to recognize the role of reading in the communication process.

2. Whenever possible begins working with the student's strengths. At least try to use his strengths in planning for him to work on his needs.

3. In situations where the student has many needs, selects an order of working which allows the student to acquire the necessary skills to then be able to begin to learn on his own.

4. In situations where the student has many needs, selects priorities so that the student is not faced with an overwhelming amount of work.

5. Helps the student select goals for himself which are both feasible and worthwhile. Try to help him get a realistic picture of what it is he needs to do and what such work will do for him.

6. Provides frequent opportunities for the student to have conferences and encourage him to give feedback on his experiences.

7. Provides checkpoints in his work so that he has an opportunity to see his progress.

8. Keeps in mind that the student is an adult in many ways. Whenever possible make him responsible for as many aspects of his own learning as possible.

9. Keeps in mind that the adult learner has many responsibilities and tries to develop an instructional plan that will allow the student to improve but will not be so strenuous as to force him to quit.

10. Helps the student plan for how he can use his outside time to work on his reading needs.

11. Uses the contract method, where the student knows before he begins exactly what work he will be doing and at what pace approximately he should be working.

12. Believes that the adult has already established a pace for himself as a learner, that learning strategies should be cognizant of the existance and effects of such a pace.

13. Regards adults as motivated learners and if the adult learner appears to be unmotivated searches for possible reasons for his state.

14. Believes that group dynamics can be a valuable resource to the adult's learning and attempts to plan for some group interaction.

15. Uses the following philosophy in grading:

a). The student's grade is determined according to the conditions outlined in his contract. Generally these conditions consist of completing a certain amount of work, according to certain conditions, and by a certain amount of time. Occasionally the contract conditions specify that the student will have reached a certain level of performance by a certain time.

b). The student's attendance record is generally a factor in grading. The Staff is generally in a dilemma about its policies concerning attendance. In summary, after trying a variety of approaches, the Staff generally tries to allow for some alternate plans regarding attendance, but a certain minimum amount is usually required for a grade.

c). The student's progress is generally not compared with other students' progress in determing his grade. He generally is only competing with himself.

d). The Staff recognizes that the assigning of grades is a curse and/or a blessing that they must live with. Efforts are being made to determine the effectiveness of certain procedures, methods, etc. related to grading so that decisions can be made with the best possible information.

e). Finally the Staff believes that grades are to help the student in his endeavors. The Staff tries to combine Good judgment and humaneness when making decisions about grades.

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Current Parkland College Reading Program

Dean of Instruction

Division Chairman - Communications

Coordinator of Reading Program
Full and Part-time Reading Staff

Coordinator of Preparedness Program

Coc

Reading Program

(Note: Reading program furnishes staff and/or courses for all programs offering reading in the college.)

Preparedness Program

Format	5 classes Small group lecture - discussion Lab	5 classes Lecture - discussion Lab	5 class Lecture Lab
Course Description	ROG 090 (see next page for ROG 094 course descriptions) ROG 095 ROG 096 ROG 100	ROG 090 (see next page for ROG 094 course descriptions) ROG 095 ROG 096 ROG 100	ROG 090 ROG 094 ROG 095 ROG 096 ROG 100
Enrollment Procedures	Student's own discovery of course Counselor referral Instructor's referral Another student's referral	Student's inquiry Coordinator referral High school referral Community referral Another student's referral	Student Base of Another Supervi.
Diagnostic Level	Survey Specific Intensive	Survey Specific Intensive	Survey Specifi Intensi
Approxi- Reading	Ranges from non-reader and above	Ranges from non-reader and above	Ranges above
ct. s	Classroom work Small group lecture - discussion Lab work - contract method Conferences	Classroom work Lab work - contract method Conferences	Some cl Lecture Lab wor Confere

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Dean of Instruction

of Preparedness Program	Coordinator of Vet-Pren Program	Learning Lab Coordinator
aredness Program	Veterans- Chanute	Reading in Learning Lab
discussion	5 classes Lecture - discussion Lab	Individualized Instruction - take under ALS 100 (Applied Learning Skills), which may be taken for 0 - 8 semester hrs. credit
see next page for course descriptions)	ROG 090 (see next page for ROG 094 course descriptions) ROG 095 ROG 096 ROG 100	ALS 100 (see course description on next page)
inquiry r referral l referral referral udent's referral	Student's own inquiry Base office education referral Another student's referral Supervisor's referral	Student's own inquiry Counselor's referral Instructor's referral Veterans Office referral Another student's referral
	Survey Specific Intensive	Survey Specific Intensive
m non-reader and	Ranges from non-reader and above	Ranges from non-reader and above
work contract method s	Some class work Lecture - discussion Lab work - contract method Conferences	Lecture - discussion Lab work - contract method Conferences

Current Parkland College Reading Program, con't

	Reading Program	Preparedness Program	Vete
Funding	College - monies State - monies	College - monies State - monies (Note: program has money to help students financially)	College - Federal - State - m
Staffing	2 full time reading instructors 7-10 part time staff members		

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ess Program	Veterans - Chanute	Reading in Learning La
ies s n has money to help ncially)	College - monies Federal - monies State - monies	College - monies State - monies

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RDG 090 Experiences in Reading 1-1-1.

Course Description:

Small group discussions focusing on the role of reading as part of the communication process. General objectives are to raise one's consciousness about the role of reading in one's daily experiences and to complete preparatory reading readiness activities.

RDG 094 Reading Fundamentals I 2-0-2.

Course Description:

Review of basic reading skills necessary for firm foundation in reading. Includes work in basic phonics, sight words, vocabulary development, dictionary training and beginning reading skills.

RDG 095 Reading Fundamenta - II 2-0-2.

Course Description:

Instruction in reading skills which help in achieving skills necessary for efficient reading of textbooks and other college level material. Emphasizes work on vocabulary, dictionary usage, and comprehension skills.

RDG 096 Developing Reading Skills 2-0-2.

Course Description:

Development of reading skills and study habits necessary for efficient reading of college textbooks. Review of phonics and dictionary usage. Emphasizes vocabulary development, comprehension, previewing and techniques for studying.

RDG 100 Developing Reading Power 2-0-2.

Course Description:

Emphasizes improvement and refinement of reading and study skills necessary for college level work. Time is spent on improving reading speed and adjusting rate of reading for specific reading tasks. Development of individual and personal reading.

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ALS 100 Applied Learning Skills One to Eight Credits.

Course Desciption:

Designed for any individual who wants to learn or improve skills in one or more of the following: reading, writing, mathematics, problem solving, study techniques, affective behavior. After a diagnostic phase, each student will work through an individualized program designed to help him learn or upgrade those skills he needs to be a successful college student.

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READING ASSUMPTIONS ON WHICH PROGRAM IS BASED

1. Very few people are experts in every dimension of reading. Therefore, the learner should not be expected to master every component of the reading process.

2. Experts agree that even though the adult is older, the reading skills he needs to learn are basically the same as those of a child.

3. Teach those skills which will enable the student to better teach himself.

4. The process of reading is complex and somewhat sequential. Also there are many skills which take years to master. The Staff at Parkland has attempted to arrange the sequence of skills to master in such a way as to include these skills which are essential to the student's future success in reading. In selecting this arrangement, the Staff has tried to remain cognizant of all of the Program's goals and views in teaching reading.

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PSYCHOLOGICAL PRINCIPLES RELATED TO ADULT LEARNING

Adult characteristics as compared to children.	Implications for teaching reading to adults
Less acute senses of hearing and sight.	Develop auditory & Visual screening teasts for adults. Establish minimum levels required to respond to regular instruction. Adjust procedures to accommodate adult.
Less flexible.	Devise instructional programs that take into account the adults present manner of functioning; gradually help the adult move from less structure to more self-directed education.
More self counscious, more apprehensive, and feels more anxiety.	Develop good diagnostic instruments so that student is appropriately placed the first time. Develop means for providing feedback and encouragement.
Have a wider range of experience.	Develop instrument that will help instructor become familiar with experiential background of student. Develop materials or acquire materials which can be used to relate directly to the atudent's background.
Still have intellectual ability to learn but rate is slowed down.	Develop adequate pacing procedures for adults, challenge them but don't discourage them.
Memory has slowed down (Some authorities say this is a physical condition, others say it is a psychological state).	Develop means through which adults don't have to memorize an abundance of materials in the beginning; provide instruction on how they can better go about memorizing materials for other classes. Provide exercises that aid in sharpening memory skills.
Less familiarity with the school system	Provide student with counselling help to aid him in adjusting to the school environment; provide the student with assistance in reorganizing his life so that there is room for education.

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Wants immediate use of his education	Provide him with immediate transfer situations whenever possible; explain to student how what he is doing fits into a total picture.
Have different motives for coming to school.	Develop a procedure to become familiar with adults reasons for being in school and whenever possible utilize those reasons in his educational planning.
More complex and less is known about developmental stages for adults as compared to children.	Develop an awareness that much is still unknown concerning adult learning styles; be alert to observe the total adult and try to hear everything he is saying to you; have available a variety of instructional materials and methods.
Has not been reinforced for teaching himself how to learn.	Provide opportunities for student to learn how to take risks and become responsible for his own learning.

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Relationship of Reading Program at Parkland College to Other Local Programs, Agencies, Institutions Concerned with Reading.

In the Spring of 1974, an area Right to Read program was formed to achieve certain objectives pertaining to removing illiteracy. All age levels and types of institutions have been invited to participate in the Right to Read program. The group members are free to select which objectives in literacy they want to devote themselves to.

If this group becomes effective, it should and could serve in a duplicate role as a Reading Advisory Committee for Parkland's Reading Program. The staff believes that such a committee is necessary:

a) to provide a source for information concerning adult reading needs;

b) to provide feedback concerning the effectiveness of the instruction at Parkland;

c) to promote good communication about the types of services offered through the college;

d) to coordinate efforts concerning mutual goals and interests so as to best serve the student.

At this time the Staff at Parkland has decided not to form a separate advisory committee of its own, but instead to wait to determine the future effectiveness of the area Right to Read Council in its duplicate role as Advisory Committee.

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Staffing

At the present time the Parkland College Reading Program has two full time Reading Specialists. In any one Semester the program hires as many as ten-twelve part time semester positions. All hiring of staff members to work in reading begins with the Reading full time staff members. If these members agree that the candidate is qualified in reading as well as in other appropriate areas, they then forward the applicant to the next appropriate step. If the candidate is to teach in the Division, the next step would be the Division Chairman, the Dean of Instruction and the President.

If the candidate is to work in the Learning Lab, the next step would be Learning Lab Coordinator, the Dean of Instruction and the President.

If the candidate is to work in a Special Program, the next step would be the Special Program Coordinator, the Division Chairman, the Dean of Instruction and the President.

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Research

Research is one of the areas in the Reading Program which is in need of attention. Until recently, very little information has been available concerning previous research projects and/or the results of such projects. This condition is somewhat understandable given that the college is only in its seventh year of operation. Prior to this point, time and energy have been spent developing and implementing the Reading Program.

However, one of the goals of the Program is to begin to assimilate files containing information on pertinent reading research projects. These files will be available to the staff and part of next year's staff meetings will be spent discussing the implications of the research materials.

Another Program goal related to research is to design and carry out research projects of its own. The projects will be aimed at answering fundamental questions which face the Staff; e.g., Is one method of teaching the SQ3R technique more effective than another? What attendance policies seem to produce the best result? etc.

The Staff hopes to confirm or deny research hypotheses which have both local values and implications for the entire field of adult reading.

Since at this point in the history of adult education in reading there are many possible research questions, the staff will have to establish some priorities in selecting projects.

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In-Service Training

The Staff agrees that continued renewal and upgrading of skills is indeed necessary in the field of reading in working with adults. In addition to a refreshing of those items once learned, there is much information to be learned, processed, and integrated into the present Program.

The College does have quite a good collection of periodicals and books related to reading improvement. In addition to the choices offered by the College, the staff member has the U of I to select from also.

The College also has a newly created Staff Development Program which serves as a very powerful vehicle in implementing In-Service workshops. In addition to using the Staff Development Program as a way of holding in-house staff seminars, it also serves as a means for bringing in outside speakers and consultants.

Many of the Staff members are active in local, regional, and national reading organizations and attend these organizational conventions on reading.

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Program Revision

Needless to say, it seems to be one's curse that there is always a need to change and revise. Just as one begins to think everything is in order and beginning to appear completed, one discovers several areas that need to be changed.

By holding regular staff meetings and by setting goal objectives the staff hopes to achieve continuous program revision. Some of the best experiences which lead to an awareness of need for revision are the day-to-day experiences with students. Hopefully the staff can remain energetic, non-defensive, and open-to-change enough to allow these experiences to sink in and lead to needed revisions.

Hopefully each academic year will begin with a selection of 2 or 3 major group goals for improving and developing the Reading Program. Each staff member will then be able to select his own goals to blend with these.

At the end of each year then the Staff will be provided an opportunity to evaluate their progress toward their goals.

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Services to the College

The Reading Program is attempting to both extend the services it offers to the College and Staff and to extend the amount of advertising it does in making people aware of the available services.

At the present time, the Reading Program will do a diagnostic profile on any student, and will follow-up with both the student and his instructor(s) in making a decision about remediation.

The staff members have made presentations to entire classes on various topics on reading at the request of the instructor. The Reading Staff would like to do more of this and needs to make these services more available to the entire Staff.

The Reading instructor would like to be of more help in consulting about the selection of textbooks for classroom use. This is an area which is in need of further development and advertisement.

In the future the Reading Staff would like to be of more service to the classroom instructors in helping them become more aware of how to teach reading in the content areas.

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Innovations

The College has been devoting much time and money to the investigation of PLATO and its possible use in instruction. Because of shortage of time and staff, the Reading Program has had very little involvement with PLATO. However, one of the goals of the Program is to acquire some released time to investigate the possible uses of PLATO for reading.

The Staff believes that its recent efforts to develop an on-going research file and research projects of their own will lead to many new ideas and innovations.

More and more audio-visual materials are becoming available for the Staff. Recently the Staff has acquired the caramate (slide projector and tape compartment) series which opens up many possibilities for individualizing instruction and for making instruction more relevant.

The Staff has also become more facile and skilled at writing their own materials. Several projects are now being developed:

1) How to Use the Library;

2) How to Use the Dictionary;

3) How to Teach One's Children to Read Better; etc.

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Appendix A

Instructional Materials and Equipment

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In preparing this section, the author attempted to list those materials used most frequently in the Reading Program. Very few of the materials listed are used directly as packaged. Almost all of the materials are modified and adapted in some way to the particular student.

There are many materials used in the Reading Program which are not listed. It was somewhat impossible at this time to list all of the materials with comments concerning their use.

Presently three projects are underway concerning materials. First, a file is being started where staff members deposit materials and exercises used in teaching specific skills. Hopefully this will eliminate duplication of efforts and will provide the staff with a better opportunity to coordinate instruction.

Secondly, more teacher made materials are being developed.

And last of all, a list is being compiled which will list all reading subskills followed by an annotated list of materials available for that topic.

The materials are classified under the following headings:

Reading: Comprehension and Rate Instruction
Vocabulary Improvement
Study Skills.

Materials will be described in the following manner:

Name of Material
Parts of material which apply to skill listed (If no indication of parts is given, then the entire set of materials applies.)
Publisher & Address
Estimated Cost
**Reading Level
Comments

**REading levels referred to are:

Level A	Estimated 0-3 grade reading level
Level B	Estimated 4-6 grade reading level
Level C	Estimated 7-9 grade reading level
Level D	Estimated 10+ grade reading level

READING: COMPREHENSION AND RATE INSTRUCTION

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COMPREHENSION

Tactics in Reading 1
Cards 21-44
Scott, Foresman and Co.
200 E. Lake Ave.
Glenview, Ill. 60025
@ $100.
Level: C - D
Comments: Kit consists of set of cards including diagnostic and post tests. Cards are geared to specific skill areas in reading comprehension. Answers are included in kit and are available for student to check his work. However, students sometimes need help in interpreting answers.

Tactics in Reading II
Cards 16-47
Scott, Foresman and Co.
200 E. Lake Ave.
Glenview, Illinois 60025
@ $100.
Guide books cost $1.11
Level: D
Comments: Consists of set of cards including Diagnostic and Post-tests. Cards are geared to specific skill area in reading.

Tactics in Reading III
Scott, Foresman & Co.
200 E. Lake Ave.
Glenview, Illinois 60025
Guide Books @ $1.11
Level: D
Comments: Workbooks providing instruction in higher level comprehension skills. Includes exercises in Inferential and Affective Comprehension Skills.

SQ3R
Learning Lab produced
Level: (8) C - D
Comments: Consists of booklet with accompanying Tape covering 5 study steps: Survey, Question, Read, Recite and Review. Needs assistance in evaluating responses.

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RFU (Jr. & Sr.)
Reading for Understanding
Science Research Associate, Inc.
259 E. Erie St.
Chicago, Illinois 60611
Cost:
Level: A - D
Comments: Consists of set of cards aimed at improving inference skills. The cards get increasingly more difficult; diagnostic test, but no post test. Self-check.

College Reading Skills
Selections from the black
Jamestown Publishers, Inc.
P.O. Box 6743
Providence, Rhode Island 02904
Cost:
Level: C
Comments: Consist of workbook with readings (for timing) and comprehension questions. Questions are somewhat confusing. Each selection is followed by exercises in word recognition skills.

Dimensions: We are Black Kit
SRA
Levels A - B
Comments: Consist of short stories on Black people, followed by comprehension and vocabulary questions. Answers are available.

SRA Dimensions in Reading
Manpower & Natural Resources
Science Research Associates, Inc.
259 E. Erie St.
Chicago, Illinois 60611
@ $99.00
Level: Directions: C
Readings: A-C
(Reorder #3-9600) B-C
C-C
D-D
E-D
F-D
Comments: Kit is aimed at providing occupational information at varying levels of difficulty. Content is designed more for men. Selections are followed by comprehension questions. Self-check.

BEST COPY AVAILABLE

Houghton - Mifflin Actions Series
Reading Breakthrough Program

Houghton - Mifflin Co.
Cost:
Level: 5-8 (B-C)
Comments: Consists of a series of books with stories and accompanying workbooks discussing theme, ideas, generally assess comprehension. Strong point of series is the high-interest and low vocabulary and more up-to-date relevancy of content.

How to Survive in College
Tapes 6 & 7 deal with reading particularly
Teaching Resources, Inc.
Station Plaza
Bedford Hills, New York
@ $85.00
Level: (8-11) C - D
Comments: Consist of tapes and accompanying booklet with quizzes for each tape. Tapes discuss different types of reading used in college and also teach the SQ5R method. Need assistance in evaluating answers.

Reader's Digest Skill Builders
Reader's Digest Services, Inc.

Pleasantville, New York, 10570
@ $54.00 Level: 2-6 (A-B)
@ $50.00 Level: 4-10 (B-C)
Comments: Consists of graded books with stories and comprehension questions. Grade 7-10 books have stronger emphasis on speed. Answer booklets are provided for student to check his work; however, answers are incomplete.

Phase Blue, Too

Science Research Associate, Inc.
259 E. Erie St.
Chicago, Illinois
Cost:
Level: D
Comments: Textbook consisting of readings and follow-up questions. Articles are useful for group discussions--questions are generally stimulating-cover all types of comprehension.

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The Reading Line
Polaski Co.
Box 7466
Philadelphia, Pennsylvania 19101
@ $97.50
Level: 6-8 (B-C)
Comments: Consist of books in the following subject areas: English language and literature, Science, Mathematics, Social Studies, Business, and Vocational-Technical. There is also a Teachers Guide. Books are aimed at helping student improve his reading in the content areas. Books are somewhat difficult for student to stick with on his own. Answers available.

McGraw Hill Basic Study Skills System
Program for Self Instruction (Blue Books)
Reading for the Main Idea
Reading to Discover Organization
Reading for Significant Facts
Reading to Understand Sciences
McGraw Hill Book Co.
Manchester Road
Manchester, Mississippi 63011
Comments: Series is only appropriate for student with upper level reading skills. Even then books are tedious to go through - demands use by a highly motivated stude t.

RATE IMPROVEMENT

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Help Yourself To Improve Your Reading

Reader's Digest Services, Inc.
Education Division
Pleasantville, New York 10570
Cost:
Level: C,D
Comments: Consist of series of four books of progressively higher reading levels with provision for Timing and comprehension checks.

Reading at Efficent Rates
McGraw Hill Basic Study Skills System
(Blue Books)
@ $3.25
Level: D
Comments: This is one Title in the series. Consists of 1000 word length readings which can be timed and includes comprehension questions.

Also, Skimming and Scanning Improvement, which consists of a series of readings and accompanying exercises.
Publisher
McGraw-Hill Book Company
Manchester Road
Manchester, Mississippi 63011
@ $5.50
Level: D

Controlled Reading Study Guides, LK, MN
Educational Developmental Lab, Inc.
Huntington, New York
@ $100
Level: LK - D (11-12)
MN - D (13-14)
Comments: Consists of written essays with comprehension and vocabulary tests which accompany film strips used with the Controlled Reader.

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ORA
Optimum Reading Achievement

Level:
Book 1 - C
Book 2 - C-D
Book 3 - D

Psychotechnics, Inc.
1900 Pickwick Ave.
Glenview, Illinois 60025
Order from:
Illini A-V Services
1829 W. Main
Peoria, Illinois 61605
Comments: Consists of written essays with comprehension and vocabulary tests which accompany filmstrips of 3,2, and 1 fixations for use with the tachistoscope.

AVR eye span Trainer Model 10

Audio-Visual Research
1509 Eighth St. S. E.
Waseca, Minnesota 56093
@ $3.97
Comments: Consists of plastic hand tach which reveals from 1-5 words phrases. Phrases are flashed through an opening controlled by a shutter. Goal is for student to improve his ability to see phrases quickly and accurately.

Purdue Reading Series Levels I & II

Order from:
Illini A. V. Ed. Service, Inc.
1829 W. Main St.
Peoria, Illinois 61606
@ L-I $65.00
L-II $65.00
Level:
Comments: Consists of essays with comprehension and vocabulary questions in books which accompany filmstips of 3,2, & 1 fixations to use with the tachistoscope.

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Parase Reading Package

Learning Lab Produced
Cost:
Level: D
Comments: Consists of 5 lessons of exercises, drills etc. through which the student works by following a task checklist, accompanied by taped explanations and instructions. Package uses ORA films/Tachistoscope, college Power Builders, rate materials from McGraw Hill Basic Study Skills system, hand tachistoscope, and students own reading materials. Materials are designed for student to work in his own with lab assistants and conferences with instructors.

SRA Reading Laboratory IV a

Science Research Associates, Inc.
259 E. Erie Street
Chicago, Illinois 60611
Level: C-D
Comments: Consists of cards which include selection at varying levels of difficulty. Selections are followed by comprehension and vocabulary exercises. We use cards for practice in rate only--we do not use exercises following selections.

RATE INSTRUCTION MACHINES

BEST COPY AVAILABLE

Tachistoscope 500 12113 Simaletor Projector

Order from: Illini A-V Education Source, Inc.
1829 W. Main St.
Peoria, Illinois 61606
@ $325.

Controlled Reader Jr.

Educational Developmental Laboratories, Inc.
Cost:

SRA Reading Accelerator - Model IV
Cost:

Eye Span Trainer
Hand Tachistoscope
Cost:

VOCABULARY IMPROVEMENT

Word Recognition

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Tactics 1 in Reading 1
Cards 11-16
Cost:
Level: C-D
Comments: Consists of exercises in basic word attack skills. Needs assistance in following some of the exercise directions. Good as supplementary classroom work.

Tactics II
Cards 7-12
Cost:
Level: C-D
Comments: Consists of exercises in word structure as word attack skills. Needs assistance. Valuable as supplementary classroom work.

Phonics:

Basic Speech Sounds

Learning Lab Produced
Cost:
Level: C (directions)
Comments: Consists of 5 lessons of materials with accompanying taped explanations. Basic review of long, short vowels, degraphs, etc. Review of consonant sounds. Needs instructor assistance.

Relevance of Sound

Westinghouse Learning Press
2080 Hanover St.
Palo Alto, California 94304
Cost:
Level: C-D
Comments: Kit consists of tapes and booklets going over basic speech sounds. Words are difficult--not a lot of exercises where student has visual stimulus and relates that to aural stimulus. Mostly dictation exercises.

VOCABULARY

Context and Dictionary

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Tactics in Reading I
Cards: 4,5 & 17-20
Level: C - D
Comments: Consists of cards with exercises aimed at improving vocabulary development.

Tactics in Reading II
Cards: 4-6 B, 13-15
Level: C - D
Comments: Consists of cards with exercises aimed at improving vocabulary development.

Vocabulary III

Science Research Associate
259 East Erie St.
Chicago, Illinois 60611
Cost:
Level: B-C-D
Comments: Consists of short readings on various subjects and increasing difficulty levels with follow-up questions on context, structure, phonics, and sometimes other specialized reading skills. Also, has the 'Explorer wheel' used to demonstrate word structure.

Berger - Evans Vocabulary Program

The Communications Academy
Box 541 Dept. 90
Wilton, Connecticut 06897
Cost: $104.
Level: D
Comments: Consists of filmstrips, tapes, and workbooks aimed at vocabulary development.

Wordcraft/ 1-2-3 Vocabulary Program

The Communications Academy
Box 541 Dept. 90
Wilton, Connecticut 06897
Cost: $49.90
Level: B-C
Comments: Consists of filmstrips, tapes, and workbooks aimed at vocabulary development.

SPELLING

BEST COPY AVAILABLE

Sound Spelling
Boyd & Fraser Publishing Company
San Francisco, California
Cost:
Level: B
Comments: Consists of 6 booklets which have exercises dealing with basic vowel sounds. No tapes, so student works without any sound.

Spelling 1000: A Program
Harcourt, Brace, Jovanovich
7555 Caldwell Ave.
Chicago, Illinois 60408
Cost: $4.00/book
Level: C-D
Comments: Consists of Diagnostic and Mastery Tests To Spelling drill Type lessons dealing with words grouped by spelling consistency.

Relevance of Sound
Westinghouse Learning Press
2030 Hanover St.
Palo Alto, California 94304
Cost:
Level: C-D
Comments: Consists of tapes and workbooks with both diagnostic and mastery tests. Tedious to work throught tapes. Works in basic speech sounds.

Relevance of Words
Westinghouse Learning Press
2030 Hanover St.
Palo Alto, California 94304
Cost: $175.00
Level: C-D
Comments: Consists of tapes and workbooks with both diagnostic and mastery tests. Works in spelling by presenting various spelling patterns. Tedious to work through.

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STUDY SKILLS

How to Survive in College
Tapes 1-3
Cost: $85.00
Level: C-D
Comments: Consists of tapes and accompanying booklet with quizzes for each tape. Tapes discuss relevant topics pertaining to success in college.

How to Prepare for Essay Exams
Learning Lab Produced
Level C-D
Comments: Tapes and booklets to help student learn how to prepare for a take essay exams. Needs instructor assistance.

Organizing and Reporting Skills
SRA Level B-C
Cost: $143.
Comments: Materials are aimed at helping student organize and report information.

SQ3R Package

See comprehension section.

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WRITING

Organizing and Reporting Skills

Science Research, Associate
259 E. Erie St.
Chicago, Illinois 60611
Cost: $143.80
Level: B
Comments: Consists of work cards in the following areas; form of the report, sticking to the point, order in The Paragraph, Quality in the Paragraph, Notetaking and Outlining and Making an Outline.

Hock

Follett Publishing Co.
Follett Education Corp
1010 W. Washington
Chicago, Illinois 60607
Cost: $69.00
Level: C- D
Comments: Consists of diagnostic and mastery tests keyed to exercise cards which deal with a wide variety of problems in grammar, punctuation, syltax etc.

Essay Package

Learning Lab Produced
Cost: ,
Level: Directions: C-D