ED 106 847   CS 001 932

TITLE   [The Reading Game: Long Beach, California; Rosamond,
               California; and Los Angeles, California.]
INSTITUTION   American Learning Corp., Huntington Beach, Calif.
PUB DATE   74
NOTE   56p.; See CS 001 934 for "Effective Reading Programs:
               Summaries of 222 Selected Programs"

EDRS PRICE   MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS   *Diagnostic Teaching; *Effective Teaching; Elementary
               Secondary Education; Individualized Instruction;
               Reading Diagnosis; *Reading Instruction; *Reading
               Programs; Re ding Skills
IDENTIFIERS   *Effective Reading Programs; Right to Read

ABSTRACT
        This program, included in "Effective Reading
Programs...," serves 265 elementary and presecondary-level students in
six private learning centers. In addition, more than 7,000 students
in K-12 are served in 30 public school reading-achievement centers.
The program is designed to help children at all levels of reading
ability. It employs an individualized prescriptive approach to
reading instruction and begins with thorough diagnostic testing to
determine each child's needs and potential. Subsequently, the
learning director designs an individualized written prescription for
each child, focusing on the following areas of reading skills: word
attack, vocabulary, comprehension, speed, application, and pleasure.
The program uses a motivational system, including immediate
reinforcement in the form of programed materials and verbal praise,
and rewards in the form of tokens and free time. (WR)

American Learning Corporation
15562 Graham Street
Huntington Beach, CA 92649

Writing
Balanced
Reading
Prescriptions,

Step
by
Step

The instructional materials for prescriptive reading produced by ALC help implement ALC's three-dimensional reading strategy: reading skill sequence, reading skill balance, and reading skill emphasis.

They include:

ALC Reading Diagnostic System	[Page ii]
ALC Prescription Manual	[Page iv]
Reference Guide for Prescriptive Reading System	[Page v]
ALC Correlation Charts	[Page v]
TRG Progress Record System	[Page v]
TRG Sound System	[Page vi]
TRG Sight Vocabulary Program	[Page viii]

All of the above are designed to provide very specific support for the educator who is organizing a prescriptive reading program. The key is to provide a method for generating a prescription that will aid the student in learning to read and be amenable to changes as the student progresses toward the goal of pleasurable reading application.

ALC READING DIAGNOSTIC SYSTEM

[See inside back cover for ordering information]

A unique, efficient, and essential first step in a prescriptive reading program!

Diagnosis is the first step in writing an individual student's reading prescription. The ALC Diagnostic System provides one carefully organized means of diagnosing the reading needs of each youngster. The tests are deliberately organized so that teacher assistants may administer and score them objectively. Interpretation and analysis, of course, are carried out by the professional teacher.

A set of reading diagnostic instruments coordinated for use with nationally norme' reading achievement and oral reading tests to give a detailed analysis of each student's development in word attack, vocabulary, comprehension, reading speed, and application skills.

Examiner Manual

ALC
Reading
Diagnostic
Test

Record and Analysis

ALC
Reading
Diagnostic
Test

ALC
Reading
Diagnostic
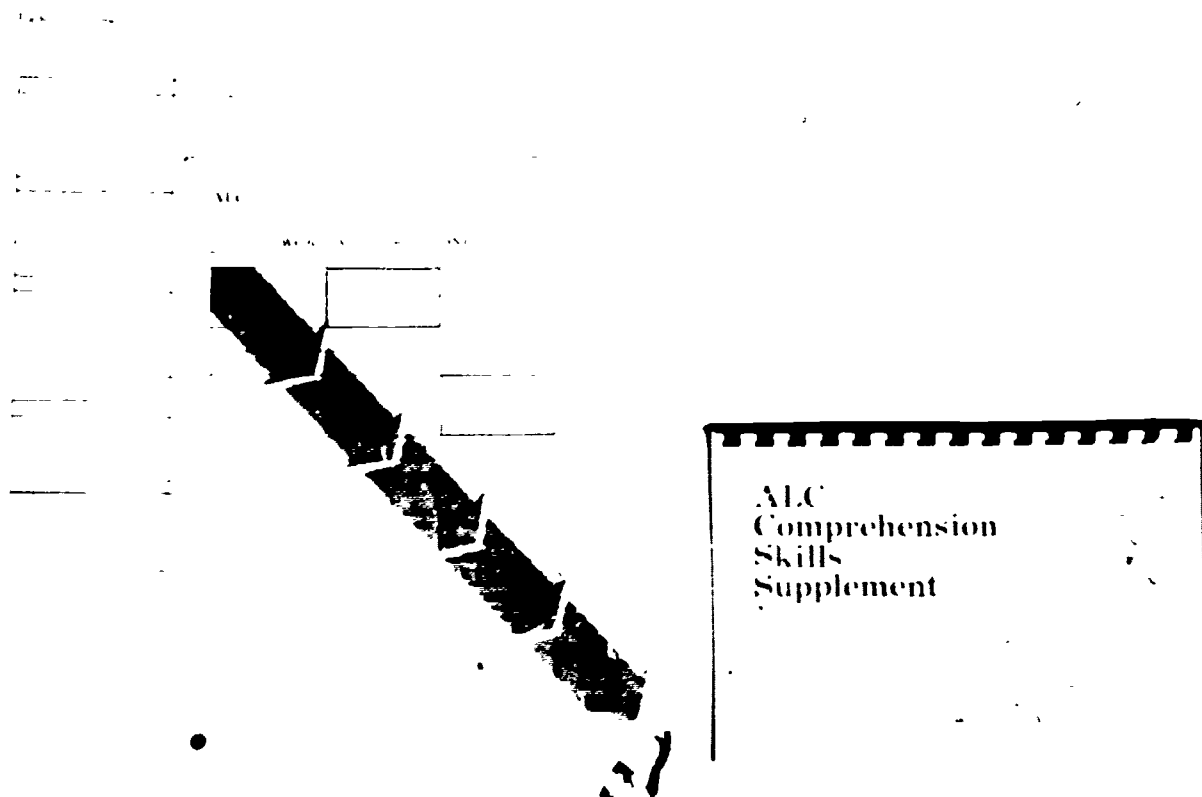Test

ALC
Prescriptive
Reading
Programs

STUDENT
MATERIALS

The second step is completion of the ALC Diagnostic Growth Profile, which provides a graphic representation necessary for writing a prescription.

Third is the assignment of instructional materials appropriate to the assessed reading needs of the student. The ALC Reading Prescription form, with the support of the ALC Prescription Manuals, ALC Reference Guide for Prescriptive Reading System, and ALC Correlation Charts, aids the teacher in providing a program tailored to the needs of the individual student (see pages iv and v). ALC materials increase efficiency in planning and provide indexed alternatives to specific skill needs (see pages vi, vii, and viii).

The fourth step is precise recording and evaluation of assignments so that immediate prescription adjustments can be made to reflect continuing progress, changing goals, and newly identified needs. The Progress Record System (page v), which can be maintained by teacher assistants, volunteers, or aides, provides such a vehicle.

ALC
Comprehension
Skills
Supplement

- The ALC Reading Diagnostic Test supplies information crucial to the design of a complete prescriptive reading program by testing a pupil's ability to use basic phonics skills in word context and to immediately recognize basic sight vocabulary.

- The ALC Comprehension Skills Supplement evaluates mastery in four areas of comprehension: information, organization, generalization, and evaluation. Rate in words per minute can also be computed from the Skills Supplement.

- Other tests, such as oral reading, verbal facility, achievement, study skills, and auditory acuity, can be organized more functionally for prescriptive reading with ALC's Student Diagnostic Test Folder and Diagnostic Growth Profile.

ALC PRESCRIPTIVE READING SYSTEM

|See inside back cover for ordering information|

A complete system to enable the teacher to write specific reading prescriptions!

ALC PRESCRIPTION MANUALS and related student materials

The ALC Prescription Manuals — nine volumes in five bindings — give complete directions for writing reading prescriptions and prov. 'e a practical index to a variety of reading systems and materials.

Volume I	Writing a Prescription (includes Reference Guide for Prescriptive R ading System and ALC Correlation Charts, described on facing page)
Volume II	Letter Recognition and Initial Consonants
Volume III	Medial and Final Consonants
Volume IV	Blends and Digraphs
Volume V	Vowels
Volume VI	Advanced Phonics
Volume VII	Vocabulary
Volume VIII	Prefixes and Suffixes
Volume IX	Comprehension and Study Skills

Related student materials for diagnosis, materials for teacher prescription, and a progress record system are also available. Together, these materials constitute a management program for prescriptive reading instruction of word attack skills, vocabulary skills, comprehension skills, and reading application.

REFERENCE GUIDE *for* PRESCRIPTIVE READING SYSTEM

This manual is an aid to the teacher in writing an individual reading prescription for each of his or her students. It contains an outline of specific skills in the areas of word attack, vocabulary, comprehension, and application, with a description of behavioral characteristics indicating the particular aspect of each skill needing attention. A graphic representation of skills mastered and skills yet to be learned, and, most important, what to prescribe, is included.

ALC CORRELATION CHARTS

The ALC Correlation Charts provide a detailed analysis of the context of a great variety of individual learning systems used in reading instruction. They outline the relationships between these instructional materials and show how they can be used together to vary or enhance a student's prescribed reading program.

The Charts are organized into three parts:
  (1) Correlation Charts
  (2) Scope & Sequence/Grade Equivalents Charts
  (3) Cross-referenced index of instructional materials
      listed by (a) common and/or preferred name,
      (b) formal name; and Director of Publishers/
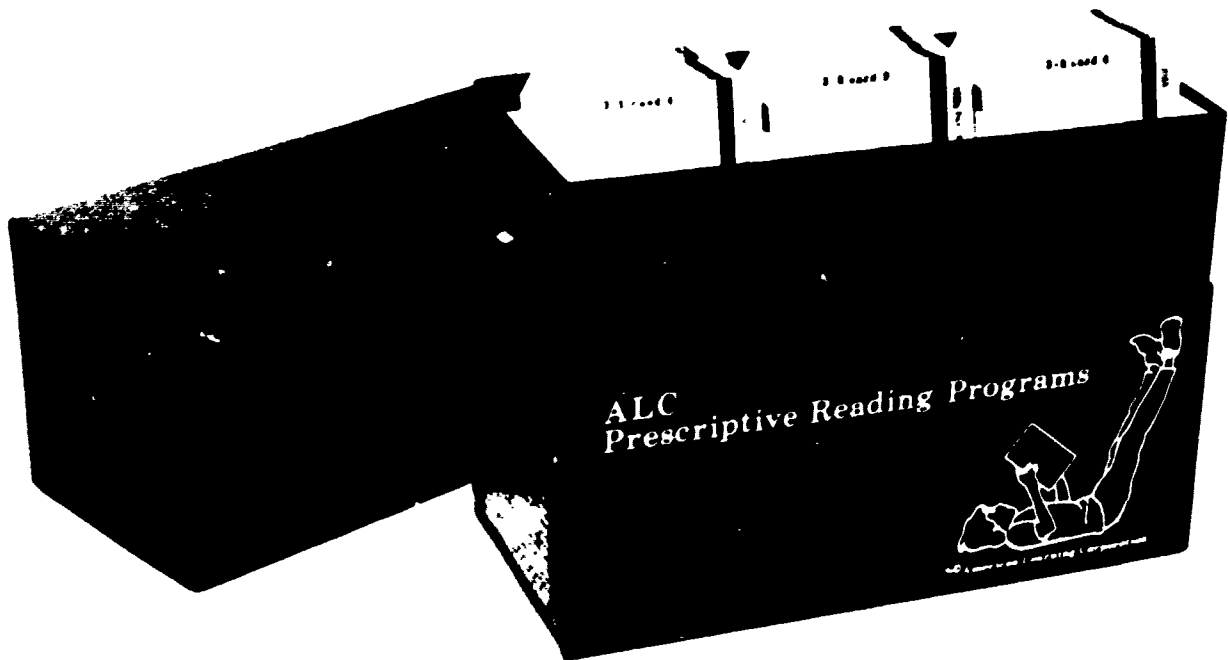   Suppliers, and their addresses

TRG PROGRESS RECORD SYSTEM

The TRG Progress Record System is a part of American Learning Corporation's prescriptive reading program. Normally, it is used only in conjunction with the diagnostic system, prescriptive system, and differentiated staffing system that make up the components of ALC's Prescriptive Reading Program.

The Progress Record Books may be maintained by teacher aides. The aide evaluates and makes comments on the Assignment page regarding the student's performance and appropriateness of assigned materials as the pupil completes each assignment. The 8-1/2 x 11" Progress Record cards are brought up to date and the next day's assignments carried forward after instruction is completed.

The Progress Record System Manual describes how to use the Progress Record System.

TRG SOUND SYSTEM
[See back cover for ordering information]

The Reading Game Sound System provides an attractive, enjoyable experience for the student. which greatly enhances attainment of the goal of pleasurable reading. It is a sequentially arranged card reader program, organized in meaningful prescriptive units ranging from the very simplest phonics skills to the most advanded, and includes corollary materials, Placement Test, and special "reward" cards.

The TRG Sound System is complete in 11 Boxes, color coded on sound cards for **use with any Language Master** (Bell and Howell) **console**, **Tutorette** (Audiotronics), **or similar card reader unit.**

Each Box contains approximately 190 cards, including introductory cards, lister and record cards, and activity cards which instruct the student in the use of the corollary material. Specific sections deal with review, discrimination, and reinforcement of phonics and word attack skills. The Boxes may be purchased singly for specific reading problems or as a set for a complete sequential phonics program.

TRG Sound System

BILINGUAL EDITION

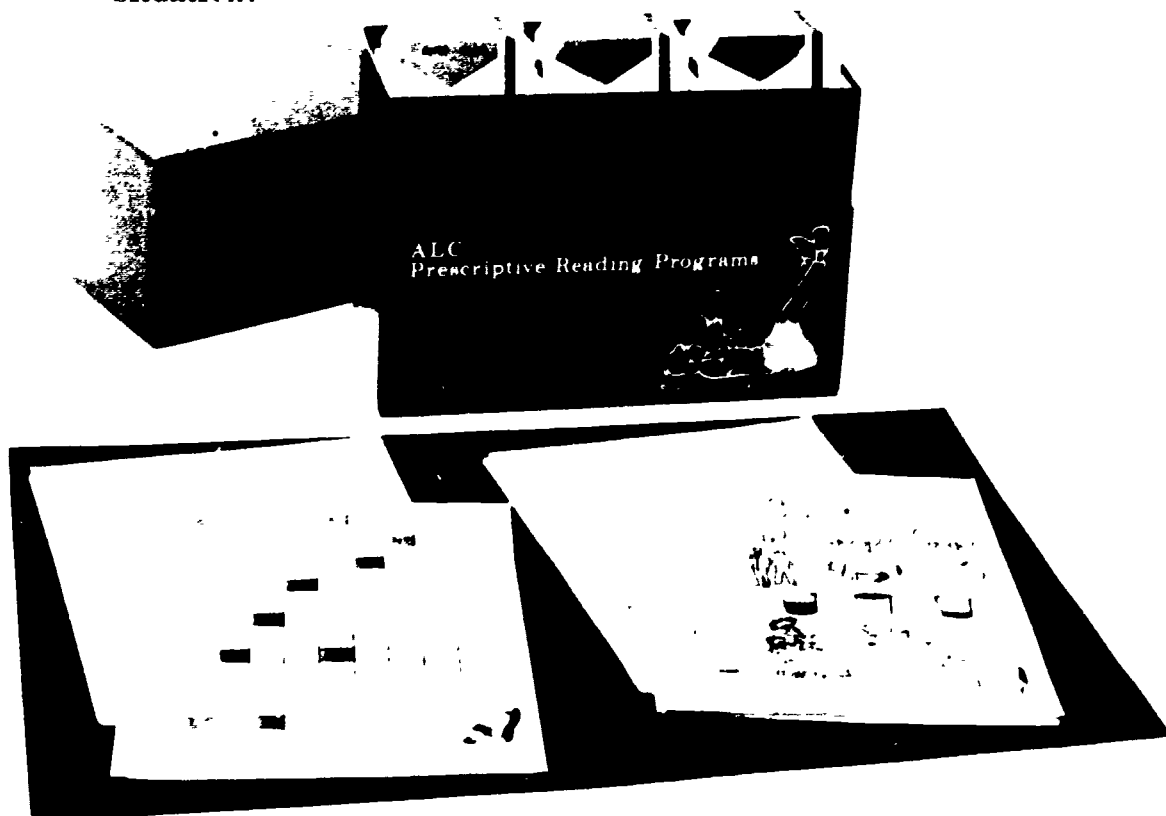Introductory cards in Spanish provide the bilingual or Spanish-speaking student with an easy bilingual transition into the TRG Sound System. The introductory cards are color coded for easy identification and use. The bilingual program provides the Spanish-speaking student with directions, instruction, and encouragement to read in his native language. (Total of 320 cards for complete set of 11 Boxes.)

TRG SIGHT VOCABULARY PROGRAM

[See back cover for ordering information]

The Reading Game Sight Vocabulary Program is a card reader program designed to help students recognize common sight words. The words presented are those most frequently used in the English language and those accepted by most reading specialists as an essential component of traditional basic reading skills. The TRG Sight Vocabulary Program is organized for prescriptive use, an approach which can be implemented either in a sophisticated reading clinic or in the traditional classroom situation.

The TRG Sight Vocabulary Program consists of three boxes, each containing 160 audio-visual cards, ten introductory cards, ten blank cards, and corollary work sheets, Placement Test, Teacher's Manual, and Progress Record Sheets.

Simple Sight Words (Box I) and Basic Sight Words (Box II) are arranged phonetically in the following sequence:

- short vowel words
- long vowel (final e) words
- long vowel (double vowel) words
- r- and l-modified words
- non-phonetic words

Simple and Basic Sight Word Phrases (Box III) are composed of both two-word and three-word combinations. They serve as a review and application of the words presented in Boxes I and II and also facilitate instant recognition of small word groupings. Cards for all three Boxes are color coded for easy use in a prescriptive reading program.

VIII

9

American Learning Corporation

PRESCRIPTIVE READING INSTRUCTION

Reading specialists agree that no single method of teaching reading is the best for all hildren. A variety of methods and materials, carefully organized for presentation to each individual student, is the objective of individualized prescriptive reading instruction.

Four years ago, the educators who formed American Learning Corporation initiated an individualized prescriptive reading program in after-school reading centers called The Reading Game. This individualized prescriptive reading program followed the experience and work of Dr. Kenneth A. Martyn, formerly Vice President and Professor of Special Education at California State University at Los Angeles. The major objective of The Reading Game was to establish a model prescriptive reading program.

The Reading Game consists of four sub-systems: (1) diagnostic system; (2) prescriptive system; (3) differentiated staffing system; and (4) motivational system.

Diagnostic System

Individualized instruction at The Reading Game begins with thorough diagnostic testing to determine specific data on the child's reading accomplishments, reading needs, and reading potential. These diagnostic sessions include screening for sight and hearing problems, verbal facility, reading achievement tests, individual reading diagnostic tests, and appropriate placement tests.

Prescriptive System

Once the diagnostic session and Test Analysis pinpoints the specific reading needs of the youngster, the professional staff uses the ALC Prescription Manual to develop a prescription for him to follow in his sessions at The Reading Game. This prescription selects from a wide variety of materials and systems and is carefully monitored to include a broad spectrum of activities to meet the differing learning styles of children. The ALC Prescription Manual indexes the most appropriate system and lesson for each particular need. New materials also can be incorporated into the ALC Prescription Manual when careful evaluation shows an objective can be better met by a new system than by an existing one.

Learning systems used by ALC relate to four general areas of reading skill development:

Word Attack—Mastery of word attack skills is dependent on knowledge of encoding and decoding principles. Therefore, materials selected for this aspect of the program include both auditory and visual approaches. For example, the Sullivan materials or the Mott Basic Language Skills Program are used as a basic system for sequential phonic pattern development. Either can be supplemented by the TRG Sound System for auditory reinforcement of sound patterns, by System 80 for recognition of sounds in context, and/or by a card reader to cope with specific needs such as blending, discrimination between various vowel or consonant sounds, reversal of words or word parts, and attack of compound and multisyllable words. Additional reinforcement materials may be the Stott or SRA Word Games.

Vocabulary—Vocabulary development is concerned with both instant and correct word recognition and knowledge of word meanings. The program includes two phases — establishment of a basic sight word core, and development of an extended meaning vocabulary. For example, teaching of the Basic Dolch and Kucera-Francis Corpus words can be accomplished by System 80 for recognition in context, the TRG Sight Vocabulary Program for auditory reinforcement, Tachist-O-Flash for visual reinforcement, Dolch Flashcards, also for instant recognition, and SRA and Stott Games for additional practice. SRA, at the I and II levels, is effective for application of sight vocabulary.

A complete program of extended meaning vocabulary can be selected from a combination of the following: BRL Comprehension Exercises (word meaning sections), EDL Word Clues, which deals with learning of words in a meaningful context and includes work with context clues, synonyms, and correct usage; additional work provided by the vocabulary sections of SRA Power Builders and Craig Reader and Mott Basic Language Skills Program; the Reading for Understanding Lab to promote further vocabulary development by utilization of context clues; and Webster Wheels to aid development through affixes and roots.

Comprehension—Comprehension is an area with many facets, and materials are provided to deal with distinct areas of need. For example, for diagnosis and remediation of specific comprehension weaknesses, Webster Skill Cards may be employed. Also, for development of specific comprehension skills, Gates-Peardon Reading Exercises can be used to teach main ideas and remembering specific details. For development of logical thinking and use of context clues, a student will work in the Reading for Understanding Lab; for overall comprehension growth, SRA or the Grolier Reading Attainment Systems or the Hoffman Language Arts Reading Programs are most effective. Additional practice for overall comprehension, as well as pure pleasure, is obtained from the Craig Reader, as well as the SRA Pilot Library.

Speed and Reading Application—Work on speed is primarily accomplished by the EDL Controlled Reader or the Craig Reader, which provides a andem approach: each mechanically controlled speed lesson is followed by an independent'v read and timed lesson to provide transfer from the machine to the printed page. Additional speed lessons are found in SRA Rate and Power Builders, and the EDL Flash-X.

Lessons in specific study skills are found in programs of SRA and the Craig Reader. The ALC Prescription Manual serves as a guide for the most appropriate choice.

The application of reading skills to pleasure reading is achieved by a program called RAP — guided recreational reading and discussion of popular books for youth which precedes completely self-guided reading.

After every session, the Reading Guides and Directors of Learning evaluate the work of each student. They note his advancement in ALC's Progress Record Book, a specially developed manual which helps the staff quickly evaluate both the progress and achievement level of each child. If the child has not mastered the specific skills studied that day, the Director can easily revise his prescription so that he will be given different activities relating to that same skill for the following session.

Differentiated Staffing System

To make most effective use of professional resources, the normal tasks of a classroom teacher are reassigned to a Director of Learning, Reading Guides, and support personnel. This system frees the teacher to perform those tasks for which he is specially trained. As a Director of Learning, he assumes major responsibility for diagnosing, prescribing, and evaluating each child's progress. Thoroughly trained Reading Guides carry through the prescribed instructional programs, while support personnel handle non-instructic ions such as clerical work and materials maintenance.

Directors of Learning are credentialed professionals with proven success in public school classrooms, who also have completed an ALC instructors' course. Reading Guides are trained paraprofessionals, selected because of their interest in children and demonstrated ability to relate to them. They complete a rigorous ALC training course. Support personnel are also screened carefully for their ability to relate to children and their capability for working as part of a closely knit staff.

Motivational System

The instructional program is based on recognizing the importance of the child's viewing himself as a "succeeder" rather than a "failer." Thus, The Reading Game provides positive motivation in all phases of the program through (a) positive environment, (b) immediate reinforcement, and (c) rewards.

(a) Positive environment—The Reading Game is designed as a total environment that associates learning and pleasure. Wherever located, it has a non-school atmosphere, with carpet and bright colors throughout the room. The entire physical surroundings—from furniture to landscaping—are carefully planned to create a positive, happy attitude. The staff, too, is trained to make children feel special and important. Parents are also a part of the total environment. and are encouraged to visit The Reading Game to follow their children's progress informally.

(b) Immediate reinforcement—Each child works at several reading stations during each instructional session. A Guide assists him in completing his day's work and provides verbal reinforcement so that the child does not practice errors. Programmed instructional material also provides immediate correction.

(c) Reward—Since the student-to-Guide ratio at The Reading Game is low—five or fewer children per Guide at any session—the Guide has time to praise and encourage each child. An integral part of the instructional session is time set aside for the Library Game Room, a supervised area filled with books, puzzles, and games.

As the youngster gains a sense of achievement, his view of himself as someone who can succeed is reinforced by his accomplishments and motivation becomes intrinsic. This new successful experience. vital to all school learning. makes his whole view of school much more positive.

American Learning Corporation

SCHOOL CONTRACTS

School District	School	Source of Funds
ABC Unified	Bloomfield Elementary	Title I
Alvord Unified	Arlanza Elementary	Title I/ECE
" "	La Granada Elementary	ECE
Colton Joint Unified	Terrace Hills Junior High	AB 938/District
Coronado Unified	Central Elementary	District
Elsinore Union Elementary	Machado Elementary	ECE
Jurupa Joint Unified	Ina Arbuckle Elementary	Title I/ECE
" " "	Jurupa Junior High	AB 938
La Habra City Elementary	El Cerrito Elementary	ECE
Los Angeles Unified	Alta Loma Elementary	Title I
" " "	City Terrace Elementary	Title I
" " "	Dacotah Street Elementary	Title I
" " "	Eastman Avenue Elementary	Title I
" " "	Elysian Heights Elementary	Title I/ECE
" " "	Hawaiian Avenue Elementary	Title I
" " "	Hyde Park Blvd. Elementary	Title I
" " "	John Muir Junior High	Title I
" " "	Murchison Street Elementary	Title I
" " "	116th Street Elementary	Title I
" " "	Rosemont Avenue Elementary	Title I
" " "	San Pedro Street Elementary	Title I
" " "	Sheridan Street Elementary	Title I/ECE
" " "	Western Avenue Elementary	Title I
Morongo Unified	Yucca Valley Elementary	Title I/ECE
Newport-Mesa Unified	Eastbluff Elementary	ECE/District
" " "	Pomona Elementary	ECE/District
" " "	Victoria Elementary	ECE
" " "	Whittier Elementary	ECE/District
Oxnard Elementary	John Fremont Junior High	U.S. Dept. of Justice
Rowland Unified	Alvarado Junior High	District
" "	Giano Junior High	SB 90/EDY
" "	Nogales Senior High	SB 90/EDY
" "	Rorimer Elementary	Title I
San Diego City	Oak Park Elementary	SB 90/EDY
San Francisco Model Cities	Mission Reading Clinic	Model Cities
San Mateo City Elementary	Bayside Junior High	District
Southern Kern Unified	Rosamond Elementary	ECE/Title I/Miller-Unruh
" " "	Tropico Elementary	AB 1483/District

2/75

SCHOOL CONTRACTS

Last year. the first public models of reading achievement centers patterned after The Reading Game were inaugurated. Under Title I auspices, the program was installed in Los Angeles at 116th Street School, San Pedro Street School, Murchison Street School, and Bloomfield School in the ABC District. Under the California Guaranteed Learning Act, the program was installed at Tropico School in Southern Kern Unified School District.

This year. additional centers have been established under various types of contracts. so that there are now 21 public school Reading Achievement Centers established by specific school districts with contract support from American Learning Corporation, as follows:

School	District	Source of Funds
City Terrace School	Los Angeles Unified	Title I
Dacotah Street School	" " "	"
Eastman Avenue School	" " "	"
Elysian Heights School	" " "	Title I/ECE
Hyde Park Boulevard School	" " "	Title I
John Muir Jr. High School	" " "	SB 90
Murchison Street School	" " "	Title I
116th Street School	" " "	"
Rosemont Avenue School	" " "	"
San Pedro Street School	" " "	Title I Miller-Unruh
Bloomfield School	ABC Unified	Title I
Terrace Hills Jr. High School	Colton Joint Unified	AB 938 District
Ina Arbuckle School	Jurupa Joint Unified	ECE District
Pomona School	Newport-Mesa Unified	ECE
Victoria School	" " "	"
Whittier School	" " "	"
Alvarado Jr. High School	Rowland Unified	District
Mission Reading Clinic	San Francisco Model Cities	Model Cities
Bayside Jr. High School	San Mateo City Elementary	District
Rosamond School	Southern Kern Unified	ECE Title I Miller-Unruh District
Tropico School	" " "	AB 1483 District

The corporation has delineated three contract arrangements by which a school district and the corporation can work together to improve reading instruction:

PLANNING, DEVELOPMENT, AND MANAGEMENT CONTRACT

This contract is developed in four stages: planning, initial assessment and operation preparation, instructional operation, and evaluation and expansion. Cooperation and joint responsibility of the school and corporation characterize this approach, which also helps to overcome the "management system" needs of the school and maximizes the involvement of the total school staff and community. Contracts with San Pedro Street, Murchison Street, and 116th Street Schools in Los Angeles are of this type.

PERFORMANCE CONTRACT

American Learning Corporation is pleased to enter into a guaranteed performance contract with a school district for reading improvement. Such a contract is developed on an individual basis, district by district. Normally, the district already will have completed the planning stage and will have specified the conditions it wishes to place on the program, the objectives to be reached, funds available, and the method and design evaluation—or the district will enter into a joint planning contract with the corporation so that these tasks can be undertaken. Such a contract planning period normally takes seven-to-ten weeks and includes initial assessment so that objectives can be stated in quantifiable terms and the evaluation design can be completed and reviewed by independent, outside evaluators.

While such a contract is a more expensive alternative for the district initially, it does provide that the corporation will be accountable for the results. Our contract with Southern Kern Unified School District for the Reading Achievement Center at Tropico School, under the state Guaranteed Learning Achievement Act, is of this type.

TRAINING AND INSTRUCTIONAL SERVICE CONTRACT

This is the lowest cost approach to contracting. The corporation provides a very specific, laboratory-type training in diagnostic, prescriptive reading instruction for selected teachers (Directors of Learning) and paraprofessionals (Reading Guides). The ALC Prescription Manual, training material, diagnostic tools, and Progress Record System may then be purchased. Instructional supervision and consultation will be provided only during the initial phases of the instructional program by the corporation. Our contracts with Colton Unified School District and San Mateo City School District are examples of this type contract.

Depending on the number of students involved and the plans for expanding the program, the cost of American Learning Corporation's services for such a contract can be as low as $60 per student for the first year, $30 per student the second year, and $20 per student thereafter.

SYMPOSIA

With so many different reading programs and materials available, we feel
the best way for a professional educator to determine which program will be
most helpful to his students is to see the program in operation with all of the
accomplishments and practical problems that an operating program presents.
For this reason, we have scheduled a series of symposia throughout the state
to combine a demonstration of our truly individualized prescriptive program,
so that observation, demonstration, and examination can be made thoroughly.
Arrangements to participate in these symposia can be made by writing or
calling:

Dennis H. Mangers, Vice President
Educational Services
American Learning Corporation
5199 East Pacific Coast Highway
Long Beach, California 90804
(213) 597-3357   (714) 821-1990

DIAGNOSTIC TESTING AND EVALUATION

PRINCIPLE

Individualized instruction in The Reading Game begins with thorough
diagnostic testing to determine specific data on the student's reading
accomplishments, reading needs, and reading potential.

A number of studies on the American educational scene have produced
the conclusion that there is frequently little relationship between the
amount of time a youngster spends in school and his educational achieve-
ment. While it is generally recognized that there are severe shortcomings
in such studies and that such a generalization cannot be applied to all
schools or all youth by any means, it is apparent that much time is
misspent in the typically-organized school and classroom.

Under the guise of saving money when economic resources are limited,
much money is squandered by wasting time having students "taught"
material or skills they have already mastered, or attempting to teach
them information that is sequential in nature for skill development,
when they have not yet mastered the earlier and more simple skills
necessary to provide the foundation.

For a youngster to sit through session after class session, repeating
material he has long since mastered, or to sit through session after
session of material he doesn't have the requisite skill to understand,
is not only a terrible waste, but can affect negatively the youngster's
feeling of self-confidence and his attitude toward learning, education,
or—more specifically—reading.

To diagnose specifically the learning achievements and the learning and
skill deficits of each youngster is a necessary first step to efficient and
effective utilization of his time—and taxpayers' funds—in improving and
developing his reading skills.

For this reason, the time and cost of individual diagnostic sessions are
a very necessary part of any truly effective system of accountability for
reading improvement.

Teachers do not have the time or support to use the instruments
available to diagnose thoroughly each youngster's reading problems.
The skills required for administering such tests and devices are not
difficult to master. but once the information has been gathered on a

youngster, it takes a high-level professional skill to organize the data to make the judgments that are required, and to prescribe specifically what the child needs in a planned sequence of varied instructional experiences.

The first step, however, is careful, individual, thorough diagnosis. It is to the development of such a diagnostic system, compatible with the total measurement and instructional program of the district, that this section of the plan addresses itself.

DIAGNOSTIC SYSTEM

Each student will be tested individually by a person specifically trained to administer the tests. This diagnostic session will take from 1 to 2 individual hours per youngster plus a group achievement test. The scoring of each test will be re-checked by another trained member of the school staff. The complete test will become a part of the Diagnostic Test Folder for each child and may be reviewed with parents at the succeeding parent conference.

The tests to be used are as follows.

- Vision - Given to screen for possible eye difficulties which, if found, are cause for referral of the student to a specialist.

  - Keystone Visual Survey or Titmus Vision Test - Tests of vision utilizing the Keystone Telebinocular or Titmus Vision Tester, mechanical devices recognized by optometrists and opthalmologists as effective for visual screening - to be given to all students at schools where vision screening and referral are not done exclusively by the school nurse on the basis of the Snellen Visual Acuity Test.

- Hearing - Given to detect possible hearing difficulties that would hinder reading achievement. If found, they are cause for referral to a specialist or district audiometrist.

  - CSCLA Auditory Discrimination Test (Version of Whepman) A test of hearing designed also to assess auditory discrimination, replication of English speech sounds, and dialectical differences - to be given to all students.

- Verbal Facility - Given to determine the range of verbal facility.

  - Peabody Picture Vocabulary Test (PPVT) - a test of verbal capacity to be given to all students for prescriptive purposes.

- Achievement Test - Given to all students above first grade
to determine the approximate grade level of performance.

  - California Achievement Test (C.A.T.) - The level used
  will be the one appropriate to the grade placement of the
  child.

    - Level 2 for students in grades 2.0 - 4.0

    - Level 3 for students in grades 4.0 - 6.0

    - Level 4 for students in grades 6.0 - 9.0

    - Level 5 for students in grades 9.0 - 12.0

- Oral Reading - Given to all students to assess ability to apply
phonics principles and sight word recognition to oral reading.
Also used to evaluate phrasing fluency and expression.

  - Gray Oral Reading Tests - Administered to all students,
  first through twelfth grade, for prescriptive purposes.

- Diagnostic - Given to determine specific skill and skill
application weaknesses.

  - ALC Reading Diagnostic Test - A diagnostic test and
  skill analysis including criteria, for specific phonics
  skills in context, sight word recognition, study skills
  and rate. This test, or parts of it, are administered
  to all students.

  - ALC Comprehension Skills Supplement - Given to all
  students who score above 3.0 on the comprehension
  section of an achievement test. Includes analysis and
  criteria for mastery for four areas of comprehension
  skills: Information, Organization, Generalization,
  Evaluation, and Reading Speed.

The data derived from this comprehensive diagnostic system are considered
pre-requisite to effective individualized instruction and are to be the foundation
on which the evaluation design that follows is built.

EVALUATION

The evaluation of the instructional program for the reading achievement
center will be carried out by District staff on the same basis and with the
same schedule for tests as used for all other Title I or Early Childhood
Education programs in the school district.

Diagnostic Testing and Evaluation

The reading achievement center diagnostic test data and instructional progress record system will be made available for any additional in-depth evaluation program carried out by the city school system.

As a part of the school's own internal evaluation of the reading achievement center, individual goals may be established for each student by the Directors of Learning and the achievement test scores for each child may be compared by the Director of Learning to the goal established for each child. The grid and the directions for establishing these goals will be provided by American Learning Corporation, and consultant help in interpreting the data for the classroom teacher will also be provided by the American Learning Corporation assigned Coordinator for reading development.

INDIVIDUALIZED PRESCRIPTIVE READING INSTRUCTION

PRINCIPLE

One of the best documented tenets of the psychology of learning is established under the rubric of individual differences. Different youngsters have different learning styles, and they learn from a variety of methods. Providing a variety of materials that utilize such various categories of reading method as sight-to-sound methods, sound analysis or decoding methods, kinesthetic methods, and various combinations of audio-visual or associative methods is not possible for each individual student the traditionally organized classroom. New instructional technology and new programmed materials, if organized carefully with attention to the particular problems of delivery of the opportunity to the student to use such material, can overcome this problem that is inherent in the regular classroom organization.

Further, it has become an equally well documented principle of the psychology of learning that there is no single best method of teaching reading to all children. Thus, the most effective instructional system must be required to provide for a variety of learning methods, delivered in such a manner as to take advantage of the variety of learning styles and learning paces of students. To make this practical, a careful system of planning and analysis for each of these differences organized to specific details in a prescriptive man al and progress record system, is necessary if practical utilization of a diagnostic and prescriptive system is to be made. The instructional model of The Reading Game is not a magical new reading method. It is simply a carefully organized, practical system to deliver the best of a variety of reading instructional technologies and materials most effectively to meet the variety of learning styles and motivation of students. It also utilizes the highest and most professional skills of the teacher. It is this analysis and organization of the learning instructional materials on a prescriptive basis that this section of the plan delineates.

THE PRES 'RIPTIVE SYSTEM

Once the diagnostic tests pinpoint the specific reading needs of the youngster, the professional staff uses ALC's Prescription Manual to develop a prescription for him to follow in his sessions in the reading achievement center. This prescription selects from the widest possible variety of materials and systems and is carefully monitored to include a broad spectrum of activities to meet the differing learning styles of students. ALC's Prescription Manual indexes the most appropriate system and lesson for each particular need. New materials also can be incorporated into the Prescription Manual when careful evaluation shows an objective can be better met by a new system than by an existing one.

Individualized Prescriptive Reading Instruction

Learning systems used by ALC relate to four general areas of reading skill development:

- Word Attack - Mastery of word attack skills depends on knowledge of encoding and decoding principles. Materials selected for this aspect of the program include both auditory and visual approaches.

- Vocabulary - Development concerns both instant and correct word recognition and knowledge of word meanings. The program includes two phases — establishment of a basic sight word core and development of an extended meaning vocabulary.

- Comprehension - The focus on comprehension increases as the student's reading skills improve as the goal of general comprehension is supported by developing skills in four categories: information, organization, generalization and evaluation.

- Reading Application and Speed - Speed is achieved by means of a tandem approach. Each mechanically controlled speed lesson is followed by an independently read and timed lesson to provide transfer to the printed page. The ultimate goal of reading instruction is independent pursuit of reading for pleasure and purpose. The emphasis is on guided pleasure reading and discussion of popular books for youth which precedes completely self-guided reading.

After every session, the Reading Guides and Directors of Learning evaluate the work of each student. They note his advancement in the Progress Record Book, a specially developed manual which helps the staff quickly evaluate both the progress and achievement level of each youth. If the student has not mastered the specific skills studied that day, the Director can easily revise his prescription so that he will be given different activities relating to that same skill for the following session.

RATIONALE FOR A THREE-DIMENSICNAL READING STRATEGY

The growing concern of recent years over the lack of ability of our nation's children to read has lead to many definitions of reading skill and as many viewpoints as to how it should be taught. Although most approaches have tended to have one principle in common — reading instruction must assume some sort of sequence of skill development from simple to complex — the trend has been to adopt a single method, material or system of organization, which addresses itself to only one perspective of the sequential principle. The result has been extremes of error ranging from the teaching of reading in such fragmented skill segments that the child never sees the process as a whole (much less as one which produces pleasure), to completely unstructured approaches which essentially leave the child confused and without the necessary tools to both use and enjoy reading.

A more viable approach is one which presupposes that reading skill development is neither totally analytical and fragmented, nor completely wholistic (e.g. a simplistic Gestalt philosophy). It is rather an infinitely complex process and assumes the need for a well-structured strategy which is based on the premise that reading skill is not achieved by one method alone, but requires the following:

. Individually prescribed learning objectives.

. Recognization of the need for some organized system of delivery and management.

. Utilization of more than one approach, method, or material.

. Response to the fact that reading, although sequential by nature, cannot be defined as a singular sequence of development, but is a three-dimensional continuum which represents at once: (1) sequential skill development; (2) a balance of skills treated and methods and materials used, and (3) appropriate er hasis among skills learned as the student progresses along the continuum.

A three-dimensional reading strategy, then, is consistent with a "New Synthesis" concept. It becomes the framework for the effective combination of all criteria above. It provides for: (1) a means by which skill objectives can be prescribed individually; (2) a method of organizing skills instruction into a balanced total reading program for the student; (3) an organized delivery and management system; (4) use of a variety of methods and materials. This strategy also recognizes that reading must be considered as a complex, organization of sequential but integrated skill objectives along a three-dimensional continuum.

Rationale for a Three-Dimensional Reading Strategy

The American Learning Corporation's conception of the strategy's three dimensions can best be described as: a basic two-dimensional continuum of (1) sequentially accumulated skills with (2) simultaneous attention to the four basic skill areas of word attack, vocabulary, comprehension, and reading for application and pleasure. The third dimension, or the key to interest and proficiency is the changing emphasis among these skill areas as the student progresses toward the ultimate goal of reading success and enjoyment. These three dimensions may be labeled as horizontal, vertical and diagonal.

DESCRIPTION

The Horizontal Dimension: The ordering of specific skill components on a continuum of reading development in the four distinct, but compatible areas of:

- · Word Attack

- Vocabulary

- Comprehension

- Reading Application

Each of the above skill areas has its own sequence of tasks arranged by order of difficulty, the result being not a singular hierarchy, but rather four inter-related "timelines" of reading development.

The Vertical Dimension: The skill balance, or priority ordering of skills for simultaneous presentation in the above skill areas. Skills in these areas have been organized into four "tracts" of reading development. A student's work is centered basically in the tract which most nearly fits his diagnosed needs, but skills he needs in other tracts are picked up on a priority basis determined by difficulty and pre-requisite value.

Tract I

Word Attack - Basic phonics

- Letter name recognition
- Letter formation
- Consonant sound recognition
- Introduction of short vowels and combining them with consonants into simple phonograms
- Introduction of blends and digraphs and utilization of them in short vowel phonograms

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Rationale for a Three-Dimensional Reading Strategy

Tract I - (Continued)

Vocabulary - Simple

- Introduction of simple sight vocabulary (about 100 of the most simple words)

Tract II

Word Attack - Intermediate

- Utilization of long vowel (final e pattern) phonograms
- Utilization of long vowel (double vowel pattern) phonograms
- Utilization of R and L modifiers

Vocabulary - Basic/Functional

- Introduction of basic sight vocabulary (approximately 220 most commonly used words)
- Development of functional vocabulary (literacy word corps - mastered at 6.0)
- Utilization of sight and functional vocabulary in contextual reading material

Comprehension - Simple

- Development of Information skills to include:

  - Getting Facts
  - Paraphrasing

- Development of general comprehension

Application

- Development of simple oral reading skills in the areas of:

  - fluency
  - phrasing

- Reading for Pleasure

Tract III

Word Attack - Applied Phonics

- Utilization of variant and irregular vowel phonograms

Tract III - Continued

Word Attack - Applied Phonics

. Consideration of prefixes and suffixes as they affect
  word attack and structural analysis
. Blending of words of more than one syllable
. Attack of multisyllable words

Vocabulary - Extended

. Development of a meaning vocabulary to include attention
  to synonyms, antonyms and other word relationships
. Development of an extended meaning vocabulary with
  attention to specialized word usage and figurative
  language

Comprehension - Basic

. Development of organization skills to include:

  - sequencing
  - following directions
  - classifying

. Development of generalization skills to include:

  - main idea
  - summarizing
  - titling

. Development of general comprehension

Application

. Applied oral reading skills to include:

  - expressive oral reading
  - appreciation of the roles of sentence structure and
    punctuation

. Reading for pleasure

Tract IV

Vocabulary - Advanced/Specialized

. Development of an advanced vocabulary to include knowledge

Rationale for a Three-Dimensional Reading Strategy

Tract IV - Continued

Vocabulary - Advanced/Specialized

of words specific to the various content areas, synonomous and other word relationships concerned with shades of meaning and refined expression, and the continued enrichment and growth in general vocabulary acquisition

Comprehension - Advanced

. Development of evaluation skills to include:

- making inferences, drawing conclusions and predicting outcomes
- distinguishing fact from fiction and fact from opinion
- comparing and contrasting
- judging relevance and significance

. Development of general comprehension

Application

. Applied study skills to include:

- development of varied rate for pleasure skimming and study
- development of skills pertinent to research in the content areas and use of library and reference materials

. Reading for Pleasure and Purpose

The Diagonal Dimension: Changing skill emphasis directed at placing decreasing emphasis on word attack and word recognition skills and increasing emphasis on vocabulary, comprehension and application skills as the student grows in his reading proficiency. The skill emphasis changes significantly in each of the four tracts of reading development.

Tract I - emphasis on Word Attack Skills

Tract II - emphasis on Vocabulary Development

Tract III - emphasis on Development of general and specific comprehension skills

Tract IV - emphasis on Application of reading skills to pleasurable and purposeful reading

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BEHAVIORAL OBJECTIVES

Word Attack	Criteria*
1. The learner will be able to identify capital and lower case letters with 80% accuracy.	1. Will name at least 21 of 26 capital letters and 21 of 26 lower case letters on ALCRDT #1
2. The learner will be able to form capital and lower case letters with 80% accuracy.	2. Will reproduce at least 21 of 26 capital letters and 21 out of 26 lower case letters on ALCRDT#2
3. The learner will be able to reproduce and distinguish initial consonant sounds.	3. Will identify at least 16 of 20 initial consonants in context on ALCRDT#3
4. The learner will be able to reproduce and distinguish among short vowel sounds with 80% accuracy.	4. Will identify at least 20 of 25 short vowels in context on ALCRDT#4
5. The learner will be able to reproduce and distinguish among initial blends and digraphs with 80% accuracy.	5. Will identify at least 20 of 25 initial blends & digraphs in context on ALCRDT#5
6. The learner will be able to reproduce and distinguish among long vowel (final e) sounds with 80% accuracy.	6. Will identify at least 20 of 25 long vowels (final e) in context on ALCRDT#6
7. The learner will be able to reproduce and distinguish among long double vowel sounds with 80% accuracy.	7. Will identify at least 8 of 10 long double vowels in context on ALCRDT#7
8. The learner will be able to reproduce and distinguish among vowels modified by r & l with 80% accuracy.	8. Will identify at least 12 of 15 vowels modified by r & l in context on ALCRDT #8
9. The learner will be able to reproduce and distinguish among variant & irregular vowels with 80% accuracy.	9. Will identify 4 of 5 oi, oy words, will identify 4 of 5 au, aw words and will identify sounds for oo, ow, ou and ea on ALCRDT#9

ALCRDT = American Learning Corporation Reading Diagnostic Test
*Comparable criteria from instructional systems are also available in the American Learning Corporation
Reference Guide for Prescriptive Reading Instruction.

Behavioral Objectives

	Criteria*
10. The learner will be able to identify and apply common affixes with 80% accuracy.	10. Will identify 8 of 10 affixes on ALCRDT#10
11. The learner will be able to blend syllables into words with 80% accuracy.	11. Will correctly blend 8 of 10 words on ALCRDT#11
12. The learner will be able to successfully attack multi-syllable words with 80% accuracy.	12. Will correctly identify 8 of 10 multi-syllable words on ALCRDT#12
Vocabulary	
13. The learner will be able to instantly recognize simple sight words with 80% accuracy.	13. Will identify 32 of 40 simple sight words at 1 second presentation on ALCRDT#13
14. The learner will be able to recognize basic sight words with 80% accuracy.	14. Will identify 40 of 50 basic sight words at 1 second presentation on ALCRDT#14
15. The learner will be able to identify and understand functional vocabulary words.	15. Will score at least 6.0 on the vocabulary section of a standardized achievement test as indicated on ALCRDT#15
16. The learner will be able to increase identification and definition of extended vocabulary.	16. Will show progress in increasing vocabulary from the grade level identified on the vocabulary section of a standardized achievement test as indicated on ALCRDT#16
Comprehension	
17. The learner will show knowledge and advancement in basic comprehension skills.	17. Will show progress in increasing comprehension from the grade level identified on the comprehension section of a standardized achievement test as indicated on ALCRDT#17

Behavioral Objectives	Criteria*
18. The learner will show competency with information skills.	18. Will correctly answer 80% of the questions dealing with information skills at the appropriate level of the ALC Comp. Skills Supplement
19. The learner will show competency with organization skills.	19. Will correctly answer 80% of the questions dealing with the organization skills at the appropriate level of the ALC Comp. Skills Supplement
20. The learner will show competency with generalization skills.	20. Will correctly answer 80% of the questions dealing with generalization skills at the appropriate level of the ALC Comp. Skills Supplement
21. The learner will show competency with evaluation skills.	21 Will correctly answer 80% of the questions dealing with evaluation skills at the appropriate level of the ALC Comp. Skills Supplement
Oral Reading	
22. The learner will exhibit adequate oral reading skills up to one year above current grade level placement.	22. Will read accurately with good expression, phrasing and fluency as indicated on the ALCRDT#22
Study Skills	
23. The learner will be able to apply study skills relating to library, reference and content materials.	23. Will correctly answer 5 of 6 questions dealing with study skills on the ALCRDT#23

Rate		Criteria*
24. The student will be able to increase reading rate while maintaining at least 80% comprehension.		24. Will show progress in increasing words per minute with at least 80% comprehension from the base rate determined on ALCRDT#24.
Enjoyment		
25. The student will demonstrate interest in reading for enjoyment.		25. Will respond "usually" for question E under Behavioral Observations on ALCRDT#25.

DIFFERENTIATED STAFFING

PRINCIPLE

Carefully planned differentiation of staff assignment is essential to the
individualization of instruction. Notwithstanding the plethora of articles
and exhortations from the profession, and particularly from schools of
education, for teachers to individualize instruction, it is not possible
for most teachers to utilize effective.y the new instructional materials
and technology without special training and the help of specifically trained
aides. Of equal importance, the teacher's total training, including the
specific training in new materials, can only be economically utilized
efficiendly if the effects of that higher professional level of training
influence directly the learning of a larger number of students. At the
same time, realistically she cannot be expected to plan and carry out a
specii... program of instruction for each individual student, in each subject,
each day. There just are not that many hours.

Thus, one of the basic principles of The Reading Game model is the
development of differentiated staffing, carefully planned, with each
participant specially trained to gain the most effective utilization of
paraprofessionals called Reading Guides. Use of such guides allows
the Director of Learning (teacher) to operate at a professional level as
a solver of learning problems. She ceases to perform the "baby sitting
and child care" type functions and performs as the diagnoser, prescriber,
and director of the solutions to youngster's learning problems. In order for
this increased efficiency and effectiveness of the director to come about,
the paraprofessionals must be properly trained and have very specific roles.

An additional principle is involved when tailoring The Reading Game model
to meet the specific needs and circumstances of a particular school that
is the desirability of recruiting paraprofessionals who reflect the diverse
ethnic makeup of the student population. The most obvious benefit, of course,
is that the students are provided with good models who are upwardly mobile,
success oriented, facile in standard English, and most importantly, sensitive
to the youth's need to identify positively with his own cultural heritage while
learning to function effectively in the culture prevalent in the adult milieu.

An additional benefit accrues to the paraprofessional himself who may
find that the intensive training he receives and the subsequent well super-
vised instructional duties he performs, provide a series of ladders on
which he can more easily and more naturally effect the climb to full
professional status as a teacher.

RECRUITMENT. SELECTION AND TRAINING OF PARAPROFESSIONALS

It has been determined that paraprofessionals for the school Reading
Achievement Center will be hired under a certificated or classified
designation deemed appropriate both by school officials and district
personnel directors and will be called Reading Guides.

A sufficient number of Reading Guides will be selected to effect a
ratio during instruction of one trained paraprofessional for each
five students.

- Reading Guides will be paid on the basis of the existing
  district guidelines for the designated position during both
  the training and instructional stages.

- The criteria to be used for recruiting the paraprofessionals
  will be as follows:

  - Enrollment in a college or university. (Not required
    of community-parent aides.)

  - Preference shown to those living in the approximate
    attendance area of the school in which the Reading
    Achievement Center is located or those from areas
    similar in ethnic and socio-economic makeup.

  - Demonstrated evidence of good reading skills.

  - Evidence of successful experience with children, or
    a substantiated estimate of ability to work successfully
    with children.

  - Distribution of both male and female paraprofessionals.

  - Successful leadership experience in some endeavor —
    school or community.

  - Assurance of availability of adequate time for training
    and full-term commitment.

  - Clearance on health (Tuberculosis Test.)

  - At least one direct personal reference.

Recruitment, Selection and Training of Paraprofessionals

Procedures for the Selection of Reading Guides

A. Selecting from among existing paraprofessionals

When the school determines that the Reading Guides for the Reading Achievement Center will be selected from among existing paraprofessionals, the following procedures may be followed:

. Whenever possible the existing paraprofessionals visit a Reading Achievement Center already established in another school.

. Interested persons submit a one-page resume of experience with children and a statement indicating why they would like to be considered as a Reading Guide.

. The Principal or his designee, the Director(s) of Learning and the ALC Consultant interview each applicant and make selections.

. Successful applicants are notified of selection and briefed on training dates.

B. Selecting new personnel

When the school resolves to hire new personnel for the position of Reading Guides, the following procedures may be followed:

. ALC makes available copies of Reading Guide Job Description, Reading Guide applications and Announcements of Openings.

. School Clerk duplicates sufficient quantities of these forms and sends to local colleges and universities. (If community aides are sought, Announcements of Openings are posted in the school office, printed in school bulletins, and distributed through PTA and Community Advisory Committees.)

. School Clerk receives completed applications and schedules applicants for oral interviews.

. ALC consultant and designated school personnel interview applicants and select personnel for training.

. Applicants complete all district pre-employment requirements.

. Reading Guides report to school for training on direction of Principal.

Recruitment, Selection and Training of Paraprofessionals

For reference purposes, both now and during the school year, the following questions and answers are offered to aid the principal and Director of Learning in working with Reading Guides:

. **What do I do about substitutes for Teacher Assistants?**

The clerk-typist assigned to the school Reading Achievement Center will maintain a current list of all trained Teacher Assistants, their addresses, phone numbers and hours free of work, college classes, study and other responsibilities. It should generally be the responsibility of the Teacher Assistant who is to be absent, to secure one of his peers to cover his hours. If for any reason he is not able to do so, the RAC clerk should contact another Teacher Assistant who is free and arrange for the substitute.

ALC will attempt to set up through the school district personnel officials, a pool of substitutes who may work in any school Reading Achievement Center.

. **What do I do if I have a Teacher Assistant who is not working proficiently?**

The Teacher Assistants assigned to RAC's will have been carefully selected and well-trained. If, however, a Teacher Assistant is not performing his assigned duties in the exemplary manner expected, the following procedures should be carefully followed:

  . The RAC Director of Learning should meet privately with the Teacher Assistant at the first sign of a potential problem. The Principal will be informed at this point.

  . The Teacher Assistant should be told specifically what weaknesses have been observed and what corrective action is expected.

  . The Teacher Assistant should be given a specific deadline by which time the weakness will be corrected.

  . The Director of Learning should provide whatever in-service is deemed appropriate to assist the Teacher Assistant in the remediation of the problem.

  . If the Teacher Assistant fails, by the pre-arranged deadline, to correct the problem(s) identified, he should be referred to the Principal for termination of employment.

. <u>What is the "key" to the excellent working relationships established in the Reading Achievement Centers?</u>

Three components combine to make for this success:

. Careful selection with specific training for Reading Guides.

. Specifically defined differentiated role for Director of Learning and Reading Guides.

. Regular evaluation with much emphasis on praise and recognition for specific accomplishments especially in the area of relationships that motivate children and careful, thorough and timely maintenance of progress records.

BLOCK PLAN FOR PARAPROFESSIONAL TRAINING

The training period for paraprofessionals (Reading Guides) will total 40 hours. The major objective is to give them a carefully structured role that will enable them to efficiently carry out the prescriptive directions of the Learning Director, and to effectively motivate the youngsters.

| Introduction to Reading Achievement Center and individualized prescriptive teaching. | → | Introduction to diagnostic testing and careful review of each test and screening procedure. | → | Observation of complete diagnostic testing and critique. | → | First diagnostic session carried out under observation. | → | First diagnostic testing reviewed and critiqued. | → | Second complete diagnostic testing session completed, reviewed and critiqued (additional session, if needed.) |

| Introduction to motivational system and progress record system. | → | Reading Guides examined, and demonstrate each of their functions in the Reading Achievement Center. |

| Demonstration and explanation of each of the learning systems. | → | Practice in using each of the learning systems. | → | Review demonstration by Reading Guides using each of the learning systems. |

SCHEDULE FOR PARAPROFESSIONAL TRAINING

40 Hours
(Specific schedule to vary by school)

Introduction to Reading Achievement Center and Individualized Prescriptive Teaching

Observation of a Diagnostic Test Battery and critique

Review of each test and screening procedure including mock-up practice in administration

First Diagnostic Test carried out under supervision and critique

Second Diagnostic Test administration and critique. Review of test procedures.

Diagnostic Testing for Instructional Program

Diagnostic Testing for Instructional Program

Diagnostic Testing for Instructional Program

Diagnostic Testing for Instructional Program

Diagnostic Testing for Instructional Program

Diagnostic Testing for Instructional Program

Introduction to Learning Systems (visitation to operating center)

Introduction to Learning Systems (slides)

Individual practice with Learning Systems and demonstration of ability to use

Individual practice with Learning Systems and demonstration of ability to use

Individual practice with Learning Systems and demonstration of ability to use

Review of Progress Record System and Instructional Procedures

Diagnostic Testing for instructional program

Diagnostic Testing for instructional program

Diagnostic Testing for instructional program

Diagnostic Testing for instructional program

Instruction
First actual class - Practice/Progress Record System and instructional duties
Critique of instruction and review of Progress Record System
Introduction to monitoring progress

Participation in Instruction
Emphasis:Evaluation of student performance
Review of evaluation of student performance
Practice with monitoring progress record

Participation in Instruction & review of Progress Record under continued supervision
Introduction to use of PAR flag and Director/Guide communication

Participation in Instruction
Progress Record
Seminar:Critique and oral review
Final evaluation and demonstration

Participation in Instruction
Progress Record
Final evaluation and demonstration

Diagnostic Testing for instructional program

Diagnostic Testing for instructional program

Diagnostic Testing for instructional program

Diagnostic Testing for instructional program

Diagnostic Testing for instructional program

Key:

Formal Training

Optional

JOB DESCRIPTION - READING GUIDE

General
Be thoroughly familiar with the instructional systems, management policies, and personnel roles in the Reading Achievement Center in order to guide students effectively through reading experiences prescribed by Director of Learning.

Testing
Have a working knowledge of how and why each of the tests in the diagnostic battery is used. Administer, score, and correct tests given by others under direction of a Director of Learning.

Instruction
.. Greet student when he comes in the door. Call him by name.
..-Record the number of the session and the time the student arrives.
.. Familiarize a new student with how the Reading Achievement Center is organized. Introduce him to the other guides and a few of the other students.
.. Prepare materials needed (cards, tapes, records, workbooks, etc.).
.. Supervise students working with equipment and materials. Check them when they've finished the lesson.
.. Record student's progress in each system.
.. Note any special problems that appear and communicate them to the Director of Learning. Be aware of special interests.
.. Give placement tests and progress tests in any system that requires them.
.. Praise and encourage students with sincere enthusiasm. Care about him!
.. Keep notebooks up-to-date. Record all progress and the next assignment.
.. Be sure all students in Reading Achievement Center are engaged constructively. Try not to overcrowd one area. Be sure no student is left unsupervised.
.. Before leaving, see that all materials are put back in order and that all notebooks have been completed.

Availability
Be available 15 to 30 hours per week at hours determined in advance by the instructional program.

NOTE.
It is imperative that the Reading Guide participate for the full school term.

ANNOUNCEMENT OF PART-TIME POSITIONS

TITLE OF POSITION: Reading Guide (Teacher Aides)

QUALIFICATIONS: Bright, highly motivated _____
(fill in either college students or
community residents) who like young
people; preferably with some experience
in working with children.

JOB DESCRIPTION: Will be trained thoroughly to aid in
teaching reading with programmed
instructional materials. To work
during school year 12 - 30 hours
pe   ck. (No previous teacher
trai. ng necessary.)

PAY: Proposed salary starts at $_____per hour

POSITIONS AVAILABLE: Apply immediately. Work to start in
_____ at _____
(month)   (Name of district and/or school)

INTERVIEWS: By appointment. Please fill out
application form available in school
office and/or college student placement
office and mail to:

Attention:_____, Principal

__(School or District)

___(address)_____

RECRUITMENT, SELECTION, AND TRAINING OF PROFESSIONALS

PRINCIPLE

To increase the professional effectiveness of the teacher not only improves the learning achievement of the youth, but can, in the long run, increase the economic efficiency of the teacher and thereby benefit the taxpayers as well.

Being awarded a teaching credential does not necessarily indicate a knowledge of reading instructional techniques, nor a demonstrated ability to teach reading effectively. Development of new programmed instructional materials has proceeded at a faster pace than teachers' knowledge or opportunity to utilize such materials. More importantly, even the possibility of using a variety of such materials has been limited severely for two basic reasons:

- The expense of such materials when a comprehensive variety is used is too great to make them feasible financially if they are utilized by only a single classroom of students.

- Coordination for the use of the best of these materials for those skills they are best suited to develop requires an independent diagnostic and prescriptive organization, or indexing, to allow the materials to apply most appropriately to the learning style of each individual student.

The Reading Game model overcomes both of these problems and provides an opportunity for the teacher to be free to use her most fully developed professional-level skills, not only in diagnosing, but in prescribing, presenting, and evaluating these learning opportunities for students. The requirements of the teacher for such organized, individualized instruction are specific and differ greatly from the kinds of skills and techniques she needs for large group instruction.

Thus, the training program for Directors of Learning is a most critical part of the development of the reading achievement center. The training must be both practical and specific. It must be timely and thorough. At the same time, it must be consistent with the professional role of the t~acher and with the foundation she has already developed in her earlier training in psychology, sociology, and philosophy. It is to the achievement of this goal of appropriately trained, competent teachers that this section of the plan is addressed.
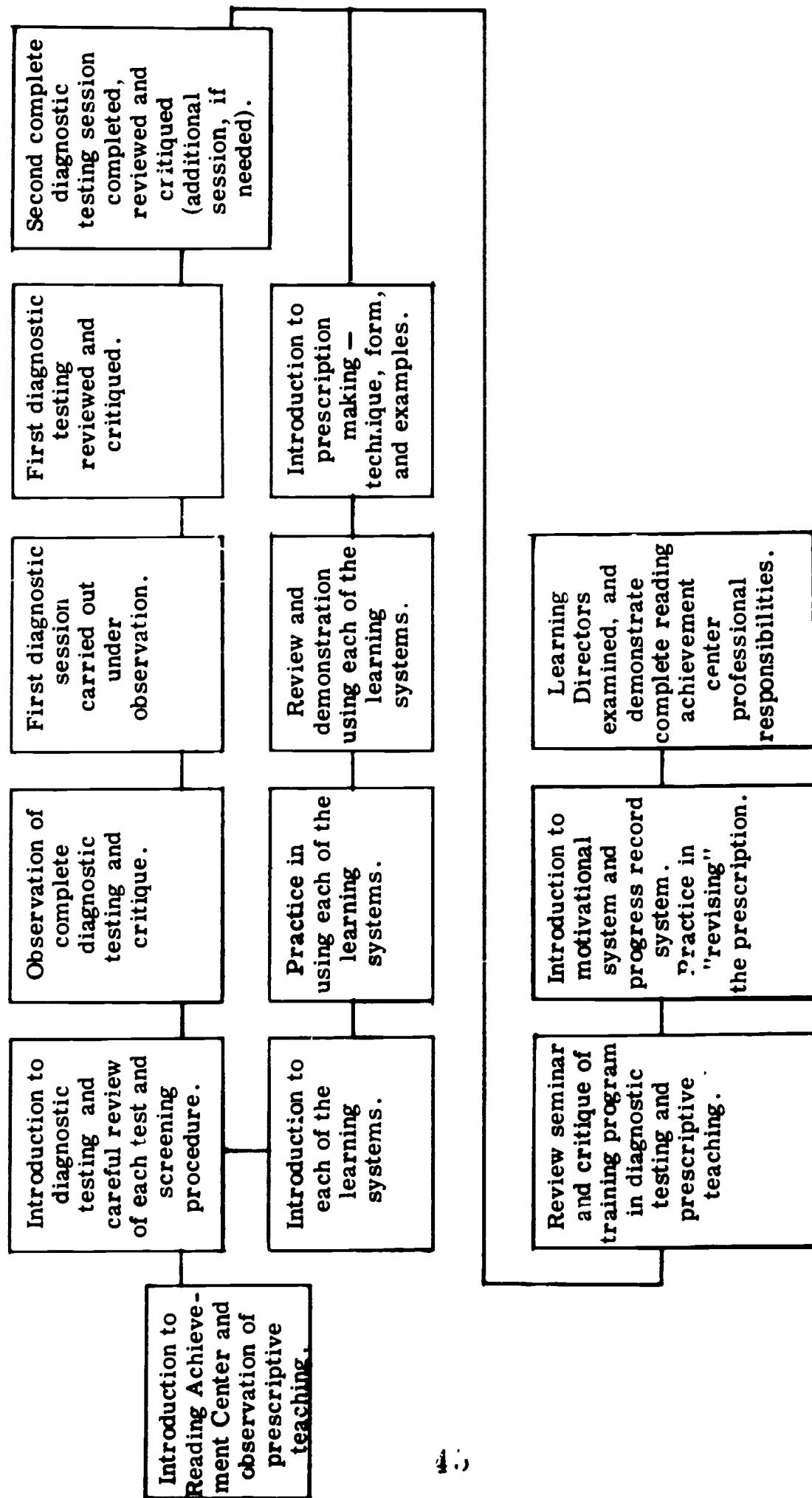
The criteria to be used for selecting the candidates are as follows:

- Presently employed as a teacher assigned to this school.

- Enthusiasm for participating in the program, as shown by willingness to remain a candidate after all the disadvantages have been explained.

- Successful classroom teaching as shown by on-site observation and previous record.

- Unusually good relationships with youngsters, as determined from interviews with colleagues, and classroom observation of students.

- Reading teaching experience in the school district or elsewhere.

- Ability to follow through on tasks, as demonstrated by previous assignments.

- Leadership potential, intellectual competence, and ability to help teach other professionals, as shown by evaluation by colleagues and previous experience.

- Ability to work cooperatively and successfully with parents and colleagues with good professional and community relations, as demonstrated by previous experience.

BLOCK PLAN FOR DIRECTOR OF LEARNING TRAINING

The training period will total 60-65 hours for Learning Directors and 40 hours for Paraprofessionals (Reading Guides). The major difference will be in the prescription experiences and evaluation and progress report experiences provided for the Learning Directors.

Introduction to Reading Achievement Center and observation of prescriptive teaching.

Introduction to diagnostic testing and careful review of each test and screening procedure.

Observation of complete diagnostic testing and critique.

First diagnostic session carried out under observation.

First diagnostic testing reviewed and critiqued.

Second complete diagnostic testing session completed, reviewed and critiqued (additional session, if needed).

Introduction to each of the learning systems.

Practice in using each of the learning systems.

Review and demonstration using each of the learning systems.

Introduction to prescription making — technique, form, and examples.

Review seminar and critique of training program in diagnostic testing and prescriptive teaching.

Introduction to motivational system and progress record system. Practice in "revising" the prescription.

Learning Directors examined, and demonstrate complete reading achievement center professional responsibilities.

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SCHEDULE FOR DIRECTOR OF LEARNING TRAINING

Introduction to Reading Achievement Center and observation of prescriptive teaching →

Top row	Lower row
Introduction to Diagnostic Testing and observation of complete Diagnostic Testing and critique	Careful review of each test and screening procedure including mock-up practice in administration
First diagnostic session carried out under supervision - and critique	Text analysis - technique, form, and practice examples
Second test session and critique	Introduction to learning systems
Participation in instruction Emphasis: Use and objectives of learning systems	Individual practice with learning systems and demonstration of ability to use
Participation in instruction: Emphasis: Use and objectives of learning systems	Individual practice with learning systems and demonstration of ability to use

Top row	Lower row
Participation in instruction Emphasis: Student prescriptions and how they relate to learning systems used	Introduction to prescription making -technique, form and examples — use of prescription manual & correlation charts
Participation in instruction Emphasis: Use of Progress Record System and evaluation of student performance	Practice writing prescriptions, using actual examples of diagnostic test data
Participation in instruction Emphasis: Evaluating Progress Record System and assessing need for prescriptive revision	Practice evaluating student performance and making prescriptive decisions (monitoring progress record system)
Participation in instruction Emphasis: Exercising total instructional responsibilities	Review of prescriptive technique and learning systems
Seminar. Critique and oral review	Final evaluation and demonstration

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STAFF DEVELOPMENT AND PARTICIPATION

PRINCIPLE

The concept of a team has long been attractive in the administration of educational programs. Most principals view themselves as team leaders. Many of the evaluation reports on teachers refer to the teacher as a contributing team member. Part of this concept is collegial; that is, the members of the instructional staff each contribute as colleagues to the joint effort of the group.

The idea of a self-contained classroom is also deeply ingrained in American public elementary education, particularly in the West: total responsibility for the entire curriculum of every youth in the hands of a single teacher, who plans for the youth and communicates the evaluation and progress of each youth to the parent. The establishment of a reading achievement center providing an individualized approach to reading can be supportive of the positive aspects of the regular classroom curriculum and the "team spirit" or collegiality of the school if careful attention is given to staff development. Specifically, the regular classroom teacher will remain the major communicator of the youth's progress to the parents. If she is to perform this function effectively, she must know in detail how the youth is progressing in the reading achievement center and must feel that she understands thoroughly how he is doing, what he is doing, and why he is doing it. Also, it is in her classroom that the youngster will apply his reading skills in a variety of ways to the rest of the curriculum. He will be reading in social studies and science; he will be reading for comprehension in math; he will have additional library and literature time—all of which require the application of his reading skills and must be done in a manner consistent with the learning which takes place in the reading achievement center.

Finally, it is a principle of educational innovation that gradual change which assimilates the best of the old and adapts to and bridges to the new is likely to have a longer range effect than abortive or radical separation of the new from the old. Innovation of this kind can take place only in an environment of total staff participation and support. Such support for the reading achievement center extends to the community as well as to the youngster. The feeling the student gets from the staff that his work in the reading achievement center is important and that they share his sense of success is vital, as is the feeling the community gets that the staff is a team and that what the students are doing

in the reading achievement center relates positively to their work in the classroom. In this way both the youngster and his parents come to recognize reading as an exciting and integral part of his school experience. They can get this feeling only if there is total staff participation and total staff understanding of the work of the reading achievement center and its application to the classroom.

The objective of this part of the plan is to provide a program of total staff development and participation so that—

. The opportunities for application of reading skills in the balance of the curriculum in the regular classroom are consistent and supportive of the work in the center, and the instructional materials and reading skills development in the center are supportive of the work of the classroom teacher, so that the youth experiences a consistency which enhances his reading development throughout his school day.

. Teacher participation in the work of the reading achievement center is such that she is thoroughly familiar with what each of her students is doing, why he is doing it, and how well he is doing it, so that she will be an effective communicator with parents and contribute to the evaluation and improvement of the reading achievement center itself;

. The classroom teacher will feel not only supportive of the concept of the center, but feel a responsibility for its success with her students and feel that her participation is not only welcome but necessary to the effective application of the principles represented by the organization of the center and its approach to the development of reading skills.

These objectives require some additional professional training for teachers so that they are familiar with instructional materials and tests and the diagnostic and prescriptive system.

ENVIRONMENT AND LAYOUT

PRINCIPLE

The underlying principle of The Reading Game model is the total systems approach to the youth's achievement. This total systems approach consists of four sub-systems:

. Diagnostic System

. Prescriptive System

. Differentiated Staffing System

. Motivational System

In this model the approach to accountability requires that all factors related to the student's achievement be provided for. To meet this requirement, all elements that can affect a youth's achievement must be examined, and provision made to provide the optimum learning environment for him. The concept of environment can be divided into three major categories:

. Physical Environment

. Instructional Environment

. Human Environment

All three are directly related to the development of intrinsic motivation and the enhanced self-concept of the youth, who learns to view himself as a succeeder when reinforced by his own accomplishments and an accepting environment.

PHYSICAL ENVIRONMENT

A physical environment conducive to optimum learning must presume the following elements:

. An atmosphere which is physically comfortable including temperature, lighting and special arrangements appropriate for minimizing learning distractions.

. Arrangement of equipment and instructional materials in a functional manner that enhances efficiency in prescriptive instruction.

Environment and Layout

. A decor which shows concern for the youth's learning environment, invites learning, and associates it with a pleasing and enriched experience.

INSTRUCTIONAL ENVIRONMENT

An appropriate instructional environment centers around an individualized program for each student which reflects his diagnosed instructional needs and is designed to:

. Establish learning steps that will insure success on each, and the subsequent building of success upon success, which enhances the youth's view of himself as a succeeder.

. Provide for immediate correction so that the youth does not practice errors.

. Allow for appropriate modification of learning tasks and goals in order to meet instructional and motivational needs, and insure that each youth has an appropriate challenge without undue pressure.

HUMAN ENVIRONMENT

Based on the premise that people tend to model their views and expectations of self after the way they perceive others see them, it is reasonable to assume that an optimum learning environment is necessarily one in which the learner feels that others as well as himself see him as worthy and capable. A rich human environment includes the following elements:

. Positive and immediate reinforcement through verbal praise.

. Demonstrated affection and concern for the youth by a "hands-on" means of communication and genuine display of excitement over his gains.

. Association and communication with competent well trained members of his own as well as other minority groups as a means of strengthening communication and increasing his sense of pride in his own cultural heritage.

. An association of achievement in reading with pleasure and pleasurable application in an Achievement Recognition Center or designated area.

. All of the above coupled with a system of extrinsic reward designed specifically to recognize achievement of learning goals, and to assist the youth in making an association between achievement and human recognition and acceptance.

Our Proven Record

Individualized prescriptive reading instruction is not a new concept in
American education ... yet only one organization in this country has a
proven record in the field: American Learning Corporation.

During its five-year history, ALC has achieved documented results in reading
improvement among students in private learning centers and in the public
school system. These results include statistical data based on nationally
recognized, standardized reading tests, as well as state evaluations and
personal appraisals by those participating — students, parents, teachers,
and school administrators.

"When you observe students at work in an ALC Reading Achievement Center,
you see that things are happening which should be happening in a positive
learning experience. Each student is concentrating on the particular skills
he needs, at his own pace, using a variety of materials and methods, in an
environment which makes learning pleasurable," according to William Lewis,
principal, Dacotah Street School, Los Angeles.

PRIVATE CENTER RESULTS: The Reading Game

After developing its prescriptive reading instruction program, ALC estab-
lished six after-school reading centers in Southern California where students
pay to work in ALC's reading program. These centers, which also serve
as laboratories to test and evaluate ALC methods and materials, have
achieved impressive results. During more than five years of operation,
approximately 91% of students at The Reading Game centers have achieved
an improvement of one-and-a-half year's growth in reading in 60 one-hour
sessions — well above the national average for reading improvement of
one month's gain for one month of instruction.

Follow-up studies show that graduates of The Reading Game maintain reading
gains. One study conducted by ALC revealed that more than 80% of re-tested
students selected randomly continued achievement gains one year after attending
The Reading Game. Parents were also interviewed as part of this study to
determine degrees of improvement in skills, attitude, and interest in reading:
70% noted more or much more favorable attitude toward school and said
teachers reported an improved attitude at school; 54% noted an increased
interest in reading books; and 61% said teachers observed more or much
more growth in reading skills.

Approximately 65% of the students who enroll at The Reading Game centers
are referred by teachers or school officials, or are children of teachers.
These statistics indicate ALC's reputation for results among reading
professionals and other educators.

Our Proven Record

Having proved that its systems resulted in concrete reading improvement, ALC began working with Southern California school districts to contract for establishing Reading Achievement Centers in public schools. In 1972, ALC received approval from federal and state officials for these centers to be financed under ESEA Title I, a program designed to help economically disadvantaged students with reading and math. ALC installed centers in four schools in disadvantaged areas in 1972.

PUBLIC SCHOOL RESULTS: Economically Disadvantaged Areas

A Department of Health, Education and Welfare study has shown that nearly five percent of all youths 12 to 17 years of age — approximately one million — are unable to read at the beginning fourth grade level and are classified illiterate. The majority of these are minority youths and youngsters from low-income families. In contrast to the one month's gain for one month of instruction, the national average for reading growth in economically disadvantaged areas is six months' gain for ten months of instruction. More significant is the fact that reading skills grow progressively worse as these students grow older.

Results at ALC-contracted Reading Achievement Centers in schools in economically disadvantaged areas were twice the national average — or, 12 months' gain for ten months of instruction. In one all-black school in Los Angeles County, second grade children had tested at the national average — six months' growth for ten months of instruction — prior to the establishment of the ALC Reading Center. A year later, second grade children enrolled in the ALC Center gained one year's improvement for ten months of instruction. In addition, the number of youngsters in the lowest quartile dropped substantially, from 76% to 56%. These results were based on standardized reading achievement tests administered by the school.

According to results released by the Los Angeles City Unified School District for the 1973-74 year, fourth, fifth, and sixth graders participating in an ALC Reading Center in another predominantly black school made substantial gains in grade equivalents. For example, sixth graders moved from 4.5 grade equivalent reading to 5.5 at year-end. At the same time, reversing the general trend in most economically disadvantaged schools, students moved into higher quartiles, such as sixth graders who went from 51% in the lowest group, to 38% by year-end. In contrast, first, second, and third graders who received traditional classroom reading instruction slipped behind as the year progressed. For example, only 9% of third graders were in the lowest percentile at the beginning of the year, but 47% tested there at year-end.

In 1972, ALC also received a contract for the Tropico School in Southern Kern Unified School District, funded under the California Guaranteed Learning Act. Students at this school had scored among the lowest on statewide reading tests in 1970, and parents, school officials, and legislators undertook to find a solution which would diagnose the problem of each child and provide individualized work to meet his specific needs.

ALC was given a contract for the fifth and sixth grades with the objective of 1.1 grade equivalent months of improvement for every instructional month. Both fifth and sixth grades exceeded this goal. On the basis of median scores, the improvement per month of instruction was 3.9 months in the fifth grade, and 2.0 months in the sixth grade. This was based on a 180-day school year, so that each month was calculated at 18 days; actually, students attended approximately 16 days per month. Along with the monthly reading gains at Tropico, students also moved up the percentile scale of reading achievement.

Southern Kern officials renewed the contract for 1973-74 and combined all available district, state, and federal funds to expand the ALC program to encompass second, third, and fourth grades as well. The contract objective was again exceeded in 1973-74, with sixth graders scoring the highest ever recorded for that grade in the district.

41 Schools with ALC Centers

These substantive results attracted more educators and administrators from Southern California's public schools, and in 1973-74, there were 21 public school Reading Achievement Centers with contract support from ALC. In 1974-75, the number of schools grew to 41. Among these were several schools in affluent areas where the need for better reading instruction was recognized.

PUBLIC SCHOOL RESULTS: Affluent Areas

Highly impressive results were recently reported by the Central Elementary School in the Coronado School District which instituted the ALC program in February, 1974. This school is comprised primarily of white students from middle class homes.

For the first full year, the average gain of 31 second graders was 17-and-one-half months for the ten months of instruction. Twelve of these gained over 20 months. Third graders averaged just under 20 months' improvement, with three of the 33 students showing over 40 months, and six gaining 30 to 40 — a truly outstanding performance. Of the total of 64 students, only 12 showed less than ten months'·improvement, the average expected gain.

Our Proven Record

STATE GIVES "EXCELLENT" EVALUATION

Six of the ALC-supervised reading centers in public schools have been evaluated by an Early Childhood Education team from the California Board of Education. At two schools — La Granada in the Alvord Unified School District and Machado in the Elsinore Union Elementary School District — the team rated all aspects of the reading programs at 9, the highest possible score. None of the ALC reading programs was rated less than 7, which is described as "excellent" on the rating scale. In addition, Machado's reading program received a Statewide Commendation as an Exemplary Program.

These evaluations were based on the relationships of teachers and students, the degree to which a variety of materials was used in an organized method, the specificity of teacher training, the use of a diagnostic system, the effectiveness of the record keeping or management system, and the quality of individualized instruction.

PROFESSIONAL APPRAISALS

Equally important to the statistical test data and the state evaluations are the critiques given the program by participating teachers, principals, school board members, students, and parents. Unanimously, teachers and principals rate the program as the best and most effective available.

"I've been in teaching more than 20 years, and I've seen more growth in 40 days here than I ever accomplished in a year." Ruby Parker, Director of Learning, Reading Achievement Center, La Granada School, Riverside, California.

Nell Potts, Director of Learning, Reading Achievement Center, Western Avenue Elementary School, Los Angeles: "At first I was skeptical. I've been a reading teacher for 12 years and have conscientiously tried to utilize the best that was available. I didn't think this would be any more effective than what I had been doing. But after using the ALC systems for six months, I have changed my mind. The prescriptive and diagnostic systems really work for each child, and the management system makes it work for me."

Bonnie Dingman, Director of Learning, Reading Achievement Center, Murchison Street School, Los Angeles: "Reading test results at our school since the start of the ALC program show marked improvement among the more than 600 fourth, fifth, and sixth graders enrolled, many of whom are Spanish speaking. There also has been an improvement in attitudes and self concept."

CENTERS FOR PRE-DELINQUENT and DELINQUENT YOUTHS

More and more government leaders and juvenile authorities are recognizing that reading skill can profoundly affect the lives of youthful offenders. The pattern often begins with school failure and drop-out, usually due to lack of reading ability. Studies have shown that the reading skills of the more than 700,000 youngsters who drop out of public schools annually are generally two years or more behind those who stay in school.

Enlightened police and probation departments are now seeking to halt the traditional cycle of youthful offenders by diverting them to community resource agencies where they can learn to read. In September, 1974, ALC entered into a contract with the Ventura County (California) Probation Department to establish and maintain a Reading Achievement Center for delinquent and pre-delinquent youngsters, using Criminal Justice funds. Although the program has not been in operation a full school year, an interim study indicated favorable results, and Ventura officials renewed the contract for 1975-76, expressing their satisfaction with the response from the participating youths.

The interim study showed that the original 36 seventh and eighth grade students advanced 1.3 years in five-and-one-half months of instruction, almost two-and-a-half times the average expected growth rate. No less than 90% of the students demonstrated measured skill mastery. Ninety-seven percent of the original students (100% of the eighth graders) showed skill development in at least one area.

Students attended approximately 75% of the time, a high attendance rate for remedial students and particularly high for pre-delinquents and delinquents. The recidivism rate also appears favorable, although based on only a short period.

"I am impressed. Of the 20 delinquents in this group, only seven have had additional contact with the Probation Department. We usually expect recidivism to occur with almost all juveniles originally referred to us," declared Dennis Williams, School Liaison Officer, Ventura County Probation Department.

Los Angeles City and County Police and probation officials are currently exploring the possibility of setting up similar programs with ALC.

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