This handbook provides guidelines for administrators and teachers for establishing classes that emphasize individualized programmed learning. The suggestions are primarily for use in community adult school classrooms of standard size. Some of the "hows" of setting up the program are: (1) the utilization of the classroom (space, size, and furniture); (2) organizing a good recordkeeping system (student folders, course materials, tests and answer keys, and supplemental materials); (3) putting together the learning materials (course outlines and course segments); (4) providing student enrollment and placement; (5) how to spend your dollars; (6) the changing role of the teacher (as a counselor, test administrator, tutor, supervisor and bookkeeper, and curriculum specialist); and (7) how to evaluate your program (through checklists and flow charts). Appendixes provide further detailed help on district approved courses in programmed instruction, courses not listed, adult schools with individualized learning centers, lists of publishers and vendors of instructional materials and equipment, samples of diagnostic placement tests, reading surveys, test publishers, budget priorities for learning centers, professional references, and a sample program to introduce programmed instruction to new students. (BP)
THE END

result of this handbook is to encourage you to try some learning center ideas—in action
LEARNING CENTER IDEAS IN ACTION

This handbook is designed for those working in the Community Adult School. Its basic structure, however, can be used in secondary schools.
...INDIVIDUALIZED LEARNING IS... ANOTHER DIMENSION THAT CAN BE USED TO ADVANTAGE IN THE COMMUNITY ADULT SCHOOL PROGRAM.
Requests from teachers and administrators have indicated a need for a procedural handbook on how to organize a multimedia individualized learning center. Characteristics of individualized instruction are its flexibility and adaptability. It permits open enrollment, progress of each student at his own learning rate and comprehension level, absence of time pressures, and a wide choice of materials. The Study Skills Centers that currently function in many community adult schools are built around individualized learning programs and materials.

This handbook provides some guidelines for administrators and teachers in establishing classes that emphasize individualized programmed learning. Minimum requirements for getting started are listed as well as suggestions for expansion as the curriculum develops and the budget permits.

Individualized instruction is not a panacea for the slow learner nor a catch-all to solve every academic requirement. Rather, it is another dimension of instruction that can be used to advantage.

Although the suggestions in this handbook are primarily for use in community adult school classrooms of standard size, they can be adapted to meet the needs of the Work Incentive Program, Adult Basic Education, Regional Occupational Centers, and other programs and levels of the school system.

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and Continuing Education
SUCCESS is urgent for the adult student

The adult student's time is valuable. His studies must meet his needs now. Widely varying educational backgrounds of adult learners necessitate a wide range of study materials to permit individualized learning.

THE MEANS JUSTIFIES THE...
If you have an available room, locked storage facilities, a filing cabinet, a minimum of instructional material, and a willingness to get involved in new, exciting learning media, then YOU are READY to BEGIN!
CONTENTS

Solve Room Riddles Page 2
Here's Where It’s At Page 11
Get It Together Page 14
Present & Accounted For Page 19
How To Spend Your First Dollars Page 21
Here’s Looking At You Page 22
Instant Replay Page 24

APPENDICES

A District-Authorized P.I. Courses
B P.I. Courses Not Listed in Catalog of Authorized Subjects
C Individualized Adult Learning Centers
D Lists of Publishers and Vendors of Instructional Materials and Equipment
E Samples of Diagnostic Placement Tests
F Reading Surveys and Test Publishers
G Budget Priorities for Learning Centers
H Professional References
I Introduction to Programming
WAYS TO
SOLVE
ROOM
RIDDLES

BY DAY: A CLASSROOM - - - BY NIGHT???
In room layouts 1 and 2, it is assumed that the evening teacher is sharing a room with a day teacher and that access has been provided to a closet and/or storage cabinet. Each evening teacher must place learning kits, audio-visual equipment, and materials on available counter space for the convenience of students. These materials must then be stored after each class session, and furniture must be moved back to its day positions.
ROOM 2: TWO TEACHERS, TOO!

day teacher's room arrangement

night teacher's room arrangement

Tables Rearranged for Materials and Grouping

Extra Files
ROOM

a full time study lab
arranged
to accommodate a maximum of 25 students with standard school furniture.
This layout shows a classroom of standard size, equipped with tables, 10 study carrels, shelves above carrels for storage of materials, a teacher's desk, filing cabinets, bookcases.
Study Labs and Learning Centers accent the flexibility vital to individualized programmed instruction.

The class of standard size is equipped with tables, 10 to 20 study carrels, storage shelves, a teacher's desk, filing cabinets, and bookcases.
The scale of the graph opposite is 3.8 inch to one foot, and the cut-outs for typical pieces of furniture shown below are scaled the same way. Paste this page to a sheet of light cardboard before cutting out the pieces, and move your furniture around the easy way!
Ready, Camera, Action!
Get a four drawer filing cabinet with a key and... USE IT!

Files and records are of vital importance to a learning lab. Organization comes from your filing cabinet, and the records kept there supply current information regarding the progress of the lab and its students. A good filing system and accurate records keep a "lab" teacher accountable at all times.

TAKE THE TIME TO ORGANIZE YOUR PROGRAM BEFORE YOU OPEN YOUR DOORS

- 1st drawer: Student Folders
- 2nd drawer: Course Materials
- 3rd drawer: Tests & Answer Keys
- 4th drawer: Supplemental Materials
Sample time sheet with simulated responses. Could be used on a clipboard or posted on a bulletin board.

Sample card for recording pertinent information about a student's enrollment and his progress. Designed for teacher use as a cumulative record.

Sample form to be used by the student to record progress in a particular program. Designed for student notebooks.
Sample card for recording both program progress and test results. Designed for use on index cards.

ADULT LEARNING CENTER
STUDENT INFORMATION CARD

Personal Data
Name ____________________________
Address _____________ _____________
Phone ____________________________
Birthplace ____________________________
Spouse's Name ____________________________
Black Experience ____________________________
Previous job ____________________________
Other marital ____________________________
Education ____________________________
Years completed ____________________________
Grade school attended ____________________________
High school attended ____________________________
Subject area interests ____________________________
Interlanguage Comments ____________________________

Sample chart listing programs available in a particular laboratory. Could be used as a wall chart or a mimeographed sheet for student notebooks.
Programmed instruction can be one of the most efficient and inexpensive ways of providing individualized instruction. It has the built-in capacity for quick and easy alteration and adoption to suit an individual student's needs. If the designated texts or media are not available for a particular course, the instructor can create his own course of study, using those instructional materials immediately available to him.

Choice of the subject to be offered in an individualized learning class will depend upon what materials are immediately available. If space and budget are limited, it is wise to begin a program with classes in the basic skills: reading improvement, English review, basic mathematics, vocabulary development, spelling, G.E.D. review, or communication skills. Additional courses can be added as funds become available.

1. Organize and classify instructional materials.
   a. For each instructional area, list materials available in order of difficulty.
   b. Place materials so that they are easily accessible to students.

2. Establish a filing system, including:
   a. Diagnostic or placement surveys to determine course assignment
   b. Individual student record cards (for teacher)
   c. Individual student folders (for student)
   d. Teachers' manuals - how to operate instructional devices, etc.
   e. Tests filed alphabetically by instructional areas
   f. Answer keys filed to correlate with tests
   g. Supplemental materials

3. Enroll student in Learning Center.
   a. Administer placement or diagnostic surveys.
   b. Prescribe instructional materials based on results of diagnostic survey.
   c. Acquaint student with the mechanics of the Learning Center.
Before starting your own course outline, check Appendices A, B, and C to see if another center is using a similar course, or if the course is already included in the Catalog of Authorized Subjects. For instance, get in touch with the Curriculum Office, Division of Career and Continuing Education, at 450 North Grand Avenue, Room G-361. The phone number is 687-4708.

USE THE FOLLOWING STEPS TO HELP YOU CREATE YOUR COURSE OUTLINE

1. State course objectives. Check Catalog of Authorized Subjects to see whether credit can be given for the class.

2. Organize and classify available instructional materials.

3. Obtain or create a pre-test to diagnose students' strengths and weaknesses.

4. Prescribe areas of study from any suitable teacher - prepared or commercially produced instructional materials that will help the student eliminate areas of weakness.

5. Administer progress tests to let student and you know whether progress is being made.

6. Give remedial exercises for review and reinforcement if progress tests indicate less than 80% comprehension.

7. Prepare and administer post-tests that cover small segments of the course content.

8. Give the student remedial work if he achieves less than 80% comprehension.

9. Conduct a final examination (optional since post-tests cover each unit of study).

A course outline generally begins with several related objectives. In developing the content, utilize whatever materials are appropriate. These may include programed materials, standard textbooks, audio-visual aids, lessons prepared by the teacher, and self-instructional packages that have been commercially produced.

If recommended materials are not available, it is possible to develop your own materials as long as the course objectives are clearly stated and pre-tests, progress tests, and post-tests are administered.
SAMPLE OF
A COURSE OUTLINE

COURSE: English Review and Reading Improvement

COURSE OBJECTIVES: The student should be able to:

1. Spell with 100% accuracy the 200 most frequently misspelled words.
2. Punctuate correctly a given paragraph.
3. Answer 25 comprehension and vocabulary questions with a minimum score of 80% on the Reading Placement Level 7.

I. Mechanics of Language
   A. Recognizing the complete sentence
   B. Using verbs correctly
   C. Maintaining subject-verb agreement
   D. Using pronouns correctly
   E. Practicing good usage
   F. Using correct punctuation

II. Vocabulary Development
    A. Spelling – most frequently misspelled words; plurals
    B. Homonyms; synonyms, antonyms
    C. Prefixes and suffixes
    D. Business vocabulary

III. Letter-Writing Skills
    A. Friendly letter – copy, punctuation, envelope
    B. Business letter – copy, punctuation, envelope

IV. Dictionary Skills
    A. Alphabetizing
    B. Using the dictionary
    C. Identifying long and short vowels
    D. Following directions
    E. Dividing words into syllables

V. Reading Comprehension
   Pass Step Advancement check 7 (SAC 7 Reading Comprehension with a minimum score of 80% or above).

For information on development of experimental courses, refer to Bulletin No. 3 (Revised), Division of Career and Continuing Education.
A course segment is a brief unit of study covering a basic skill for use in those classes that lend themselves to achievement of short-range goals. This module system can provide tutorial and remedial support for students who come to class on a drop-in basis, in much the same manner as they would visit a library.

Students who receive high scores on specific pre-tests need not study the corresponding course segments. Instead, they should be guided to other segments of the course in which test results have revealed a need for additional study. Some students may not wish or need to complete an entire course.
SAMPLE OF A Course Segment

COURSE: English Review and Reading Improvement

COURSE SEGMENT: II. VOCABULARY DEVELOPMENT

C. Prefixes and Suffixes

COURSE OBJECTIVES: The student should be able to:

- Recognize and identify the 14 most commonly used prefixes.
- Recognize the 10 most commonly used suffixes.
- Distinguish 95% of the word roots from their prefixes and suffixes in a list of 50 words.

STUDY SOURCES

a. Spelling Labs II B, II C, III A, SRA (Obtain study sheets for details.)
b. Aud-X DEFA, EDL – Lessons 25-26
c. Aud-X Dictionary Skills, EDL – Lessons 13-14
d. Programed filmstrip LC005, Continental Press
e. Booklet 1 and Mastery Test, AGEP
f. Spelling, Keystone – Prefixes, page 10; suffixes, pages 47-51
g. Vocabulab III, SRA (Obtain study sheets for details.)
h. Teacher-prepared cassette lesson sheets for reinforcement

PROFICIENCY TESTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
</table>
a. LCT005, Continental Press
b. Suffixes: teacher-prepared test S-1
c. Suffixes: teacher-prepared test S-2
d. Suffixes: teacher-prepared test S-3
e. Prefixes: teacher-prepared test P-1

*This course segment was taken from the Sample Course Outline on page 16.
The adult school counselor recommends the student to the learning lab for educational upgrading through study of specific skills of vocational or personal value.

The adult school counselor assists the student in the selection of subjects to be studied in the lab.

a. Select only from the list of courses available in the Individualized Learning Lab.

b. Base suggestions for courses on individual student needs.

c. Identify specific areas needed for improvement of basic skills and for vocational preparation.

When the student enters the Individualized Learning Lab, the teacher administers a diagnostic placement test.

a. Note that a reading comprehension placement test is important so that the student can be placed in a course where he can function successfully at his instructional reading level.

b. Administer a diagnostic math placement if the student is also planning to enroll in mathematics courses.
The date, test, and score as well as the student’s beginning reading level are entered on the Student Record Card.

The student is then either placed at his reading level, if he needs remedial work; or he receives a study sheet or course outline, if he is taking a specific course.

When he is beginning a course, the student also receives a record sheet (to record pre-test and post-test scores) and a file folder.

The student should then be instructed in the use of self-instructional materials and in the concept of individualized instruction.
1. Priority should be given to those materials needed to begin a course or to expand existing courses.

2. Reading content should be current, topical, and of high interest level to adults.

3. Materials should fit in with course objectives.

4. If possible, materials should be useful in more than one course.

5. Reading is the core subject, and the reading curriculum should be established first.
The TEACHER'S ROLE:

1. The traditional role of the teacher changes in the learning lab.
   a. The teacher tends to serve more as a facilitator in the learning process.
   b. The teacher is a resource person and directs or shows the student how to find the answers that he seeks.

   The teacher does not give the student information but rather directs him to sources where he can find the answers.

2. The teacher who conducts an individualized adult learning class is:
   a. A counselor
      (1) He discusses and establishes with the student what he expects to learn from the course.
      (2) He knows the goals of the students.
          (a) He tailors the instructional program so the student can reach his goals at his own pace.
          (b) He diagnoses the needs of the individual student and prescribe the course of study to meet those needs.
   b. A test administrator
      (1) He gives diagnostic placement inventories before prescribing a course of study.
      (2) He gives pre-tests for specific units of study.
      (3) He gives post-tests, chapter, or unit tests.
      (4) He gives final tests.
c. A tutor
   (1) He works with the student and helps him to find the answers.
   (2) He encourages the student to set his own work pace and to maintain it.
   (3) He prepares supplemental materials to reinforce what has been learned.
   (4) He gives encouragement, direction, and evaluation.

d. A supervisor and bookkeeper
   (1) He organizes materials and files, categorizing subjects and materials so that
       they are readily accessible to the student.
   (2) He establishes a system to assure that all equipment and materials are signed
       out and replaced at the end of the class period.
   (3) He constantly evaluates the programs being used and makes necessary changes
       to keep the content up to date.

2. A curriculum specialist
   (1) He keeps up to date concerning new instructional materials.
   (2) He evaluates student progress periodically and makes adjustments in the program
       if materials are too easy or too difficult.

The teacher is responsible for showing the student the proper lab procedures and informing
him of his responsibility in the lab, such as:
   a. Signing the attendance sheet, or complying with other attendance procedures
   b. Checking out materials and or equipment and replacing them when through
   c. Using instructional devices.
   d. Correcting work and keeping a record of programs
   e. Learning how to use programed materials
   f. Understanding the purposes of pre-tests and post-tests, the instructor’s evaluation, and
      recording of test scores
   g. Learning how to work at student’s own pace and not competing with other students
# Program Evaluation

## Check List

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A choice of seating space, carrels and tables to allow for individual preference.</td>
</tr>
<tr>
<td>2</td>
<td>Systematic organization of materials so they are easily accessible to students.</td>
</tr>
<tr>
<td>3</td>
<td>Adequate storage space for equipment and materials if room is not permanently used as a learning lab.</td>
</tr>
<tr>
<td>4</td>
<td>A well-organized filing system for student record cards, pre-tests and post-tests, answer keys, reference materials, supplemental lesson sheets, and student placement tests.</td>
</tr>
<tr>
<td>5</td>
<td>A sign-out system for equipment and materials to help prevent 'mystery' disappearance.</td>
</tr>
<tr>
<td>6</td>
<td>Three or more selections of programs presenting similar concepts in the same study area so that the student has a choice of materials.</td>
</tr>
<tr>
<td>7</td>
<td>Reading level of the student equal to the reading level of the program/course and its objectives.</td>
</tr>
<tr>
<td>8</td>
<td>Encouragement of students to set their own pace and to maintain it.</td>
</tr>
<tr>
<td>9</td>
<td>Use of individualized materials by students including filmstrips, tape recorders, reading machines, and other audio-visual media.</td>
</tr>
<tr>
<td>10</td>
<td>Use of materials that are stimulating, applicable to more than one course.</td>
</tr>
<tr>
<td>11</td>
<td>Faster completion of course by students than in a standard class.</td>
</tr>
<tr>
<td>12</td>
<td>Effective use of the materials by students.</td>
</tr>
<tr>
<td>13</td>
<td>Individualized instruction so that all students need not use exactly the same materials for each course.</td>
</tr>
<tr>
<td>14</td>
<td>Progress of students as measured by the pre- and post-tests.</td>
</tr>
<tr>
<td>15</td>
<td>Knowledge of instructor as to operation of all the equipment.</td>
</tr>
<tr>
<td>16</td>
<td>Familiarity of instructor with all of the instructional material.</td>
</tr>
</tbody>
</table>
Classes in programed instruction may be offered in virtually all areas of the high school curriculum. With the variety of programed and self-instructional materials now available, many courses may be included in the continuing education curriculum that might otherwise be impossible to offer because of insufficient enrollment.

Titles of courses in programed instruction that appear on the following pages are also listed in the Catalog of Authorized Subjects for Community Adult Schools and Occupational Centers (Publication No. AC-100). The suggested texts and supplemental materials are not all of the programed type because individualized instruction necessitates the use of a wide range of study materials. Successful courses can be created through development of teacher-prepared lesson sheets, and use of filmstrips, tapes, and other resources.

Teachers should consult Appendix C to determine whether the course or courses that they wish to initiate are offered at one of the media centers. The Career and Continuing Curriculum Office also can provide course outlines that may be extremely helpful.
ENGLISH

PI 1.1  ENGLISH 1

Grammar and usage; development of effective sentences; spelling; punctuation; practical written English for daily use, including letter writing, making job applications, and preparing accident reports; vocabulary. Equivalent to B9 English. Additional written work required (letter writing, etc.).

Authorized Text: *English 2200*, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test

Supplemental Materials: *Modern English Spelling*, Homme and Tosti (TMI-Grolier)
*Modern English Punctuation*, deBaco and Homme (TMI-Grolier)
*Cycloteacher*, English Cycles (Field)
*Learning How to Use the Dictionary*, for use with Webster's *New World Dictionary* (Macmillan)
*Reading Laboratories* (SRA)
*Reading for Understanding* (SRA)
*Spelling* (Grolier)
*Punctuation* (Grolier)
*Commas* (Heath)
*Capitalization* (Heath)
*Agreement of Subject and Verb* (Heath)
*300 Commas* (Gregg-McGraw)
*Spelling Dr.'s and Exercises* (Gregg-McGraw)
*Individualized English Kit J* (Follett)
*Language Duplicating Masters* (Continental)
*Language Skills Filmstrips* (Continental)

(5 semester periods)

PI 1.2  ENGLISH 2

Continuation of English 1; punctuation, capitalization, spelling, and vocabulary building; elements of good sentence structure and expression in letters and other written work. Equivalent to A9 English. Prerequisite: English 1, or equivalent. Additional written work required.

Authorized Text: *English 2200*, Blumenthal (Harcourt), Lesson Units 7-11, and Final Test

Supplemental Materials: *Nouns and Pronouns*, Auto-Tutor (Sargent-Welch)
All materials for English 1

(5 semester periods)

PI 1.3  ENGLISH 3

Application and review of grammar and sentence structure learned in English 1.2; advanced study of oral and written expression; concise use of words and expressions; elimination of common errors in speech and writing; vocabulary building; punctuation and capitalization. Equivalent to B10 English. Prerequisite: English 2, or equivalent. Additional written work required.

Authorized Text: *English 2600*, Blumenthal (Harcourt), Lesson Units 1-5, and Half-Way Test
Supplemental Materials: 
- *Capitalization*, MLI Associates (Heath) 
- *Punctuation*, Auto-Tutor (Sargent-Welch) 
- *Listen and Write FA*, EDL

(5 semester periods)

**PI 1.4 ENGLISH 4**

Refinement of skills in composition and letter writing; effective speech and pronunciation; conciseness and clarity in choice of words and expressions; review of grammar, punctuation, capitalization, and spelling. Equivalent to A10 English.

Prerequisite: English 3, or equivalent. Additional written work required.

**Authorized Text:** *English 2000*, Blumenthal (Harcourt), Lesson Units 1-6, and Final Test

**Supplemental Materials:** 
- *300 Commas*, West (Gregg-McGraw) 
- *Spelling Drills and Exercises*, Brendel and Near (Gregg-McGraw) 
- *Programmed English Skills: Commas and Capitalization*, MLI Associates (Heath), may be substituted for use by advanced students.

(5 semester periods)

**PI 5.1 INTERMEDIATE GRAMMAR AND COMPOSITION**

Composition skills and emphasis on grammar; sentence structure; vocabulary building; punctuation; spelling; improving reading skills through comprehension. Additional written work required.

**Authorized Texts:**
- *English 3200*, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test. (If previously taken in PI 1.4, substitute Lesson Units 7-12 and Final Test.)

**Supplemental Materials:** 
- *Spelling Self Taught*, Basch and Finklestein (Sterling) 
- *Spelling Improvement*, Ferguson (McGraw-Hill) 
- Punctuation and capitalization programs as needed. (See PI 1.1-1.4) 
- All materials for English 1, 2, 3, 4 
- *Career English*, Auto-Tutor (Sargent-Welch)

(5 semester periods)

**PI 5.2 ADVANCED GRAMMAR AND COMPOSITION**

Review of fundamentals of grammar, sentence structure, good usage, vocabulary building; punctuation; spelling; pronunciation; emphasis on composition. Prerequisite: English 4, or equivalent. Additional written work required.

**Authorized Texts:**
- *English 3200*, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test, if not previously taken in English 5.1; otherwise, Lesson Units 7-12 and Final Test
- *Effective Writing*, Smith and Stapleford, Tutor Text (Doubleday)

**Supplemental Materials:** All materials listed for English 1, 2, 3, 4, 5.1

(5 semester periods)

**PI 7 ENGLISH REVIEW AND READING IMPROVEMENT**

Developing and improving the techniques of speaking, reading, and writing the English language; emphasis on practical usage or preparation for English 1.1; or student can...
advance to English 1.2. For credit only when instructor determines that a full semester of work is completed.

**Authorized Texts:** *English 2200*, Blumenthal (Harcourt), and/or supplemental texts, depending on needs of individual pupil. (See texts suggested for previously listed courses.)

**OR**

*English Grammar*, Lish (BRL), Vol. 1

**Basic Supplemental Materials:** Based on individual needs, use any materials listed as supplemental for English 1 to prepare students for *English 2200*, the basic text for English 1.

**Suggested Supplemental Materials:** *Learning 100*, multi-media learning system (EDL)

*Learning 300*, multi-media learning system (EDL)

*Listen and Read Programs, D, DA, EA, FA, GHI, JKL, MN*, record/cassette (EDL)

*Listen and Think Programs, D, E, F, G, H, I*, record/cassette (EDL)

*Reading Laboratories III-A, III-B, IV-A* (SRA)

*Dimensions in Reading, Manpower and Resources* (SRA)

*Reading Attainment Systems 1 and 2* (Grolier)

*Study Skills Libraries: Science, Social Studies, Reference* (EDL)

*Wordcraft 1 and 2* (Communacod)

**Note:** To meet State requirements for a remedial reading course, it is suggested that this course be divided into 7.1 (Reading Improvement, 5 credits) and 7.2 (English Review, 5 credits).

(10 semester periods)

**PI 16  MODERN LITERATURE**

Selected readings in various types of modern literature; study and development of appreciation for the novel, the short story, poetry, and the essay; modern trends in literature; influence of literary works on contemporary life.

**Authorized Texts:** Selection from standard textbook – A, B, C – to parallel the programmed texts as indicated:


**Supplemental Materials:** *AGEP Booklets 7, 13, 16, 39-50* (U.S. Government Printing Office), and pre- and post-tests.

*Listen and Read, JKL* (EDL)

*Listen and Think, F, G, H, I* (EDL)

(5 semester periods)

**PI 30  POWER READING**

Rapid reading techniques and reading skills; use of electronic or mechanical reading devices, controlled reading films, extensive vocabulary exercises; speed reading trials and individual testing for improvement.
**COURSES IN PROGRAMED INSTRUCTION**

**PI 33 SEMANTICS**

Intensive study concerning the meanings of the elements of language communication; significance attached to words and forms; development of more accurate expression and greater understanding.

**Authorized Text:** *Applied Logic*, Scriven (BRL)

**Supplemental Materials:** *Wordclues G to M* (EDL)
- *Vocabulab III* (SRA)
- *Reading for Understanding*, General Edition (SRA)

(2½ semester periods)

**FOREIGN LANGUAGES**

**PI 54.1 FRENCH 1**

Introduction to modern French; correct pronunciation; basic speech patterns; practical vocabulary; grammar necessary for simple oral and written French.

**Authorized Texts:** *Modern French – French A*, Burroughs (BRL), Books 1, 2: 8 tapes

**Supplemental Materials:** *French Phonetics*, Burroughs (BRL), 3 tapes.

(5 semester periods)

**PI 54.2 FRENCH 2**

Continuation of French 1; practical vocabulary and usage; continued study of grammar necessary for correct spoken and written French. Prerequisite: French 1, or equivalent.

**Authorized Texts:** *Modern French – French B*, Burroughs (BRL), 11 tapes

(5 semester periods)

**PI 55.1-2 FRENCH READING AND WRITING 1, 2**

A review of French syntax and vocabulary as related to reading and writing; recommended for students desiring to improve French reading and writing skills and for persons preparing for university-level language reading examinations.

**Authorized Texts:** *Programmed French*, Burroughs (BRL), Reading and Writing Books 1-3

(10 semester periods)
COURSES IN PROGRAMED INSTRUCTION

PI 60.1-2 GERMAN 1, 2

Introduction to German; correct pronunciation; basic speech patterns; practical vocabulary of conversational usage; syntax necessary for correct oral and written German.

Authorized Texts: *German A*, Ellert (BRL), Books 1-5: 12 tapes. Additional classroom practice in oral German recommended.

(10 semester periods)

PI 60.3-4 GERMAN 3, 4

Increased proficiency in oral and written use of German; review of syntax; reading of simple stories. Prerequisite: German 1, 2, or equivalent.

Authorized Texts: *German B*, Ellert (BRL), Books 6-8: 14 tapes. Additional classroom practice in oral German recommended.

(10 semester periods)

PI 80 INTRODUCTION TO SPANISH

Introduction to Spanish pronunciation, structure, and basic vocabulary; overview of Spanish grammar, including all major tenses and correct conversational usage; recommended for native speakers to improve reading ability in the language and for persons preparing for university language reading examinations; or as a review course for persons who have previously studied Spanish. Credit equivalent to Spanish 1.

Authorized Texts: *Introductory Spanish*, Sullivan (BRL), Books 1-7: 7 tapes

(5 semester periods)

MATHEMATICS

PI 91.1 ALGEBRA 1

Positive and negative numbers; simple equations; formulas; polynomials, factoring. Prerequisite: Basic Mathematics or equivalent.

Authorized Texts: *Fundamentals of Algebra*, Evans and Yesselman (TMI Grolier), Part 1, Vols. 1, 2; Part 2, Vol. 1

OR

*Beginning Algebra*, Drooyan and Wooten (Wiley), Books 1, 2, and first half of Book 3

OR

*Contemporary Algebra*, Iicimer, et al (Holt), Sections 1-4

Supplemental Materials: Preparing for Algebra (Temac) Programed Practice Book to Accompany Modern Algebra, Structure and Method, Book 1

*AGEP Booklets* (U.S. Government Printing Office)

(5 semester periods)

PI 91.2 ALGEBRA 2

Continuation of Algebra 1; review of fundamentals; equations; factoring; simple fractions; radicals; simple use of quadratics, using square root table; Pythagorean
COURSES IN PROGRAMED INSTRUCTION

Theorem. Prerequisite: Algebra 1, or equivalent.

Authorized Texts: Fundamentals of Algebra, Evans and Yesselman (TMI-Grolier), Part 2, Books 2-4
  OR
  Beginning Algebra, Drooyan and Wooten (Wiley), second half of Book 3 and Books 4, 5
  OR
  Contemporary Algebra, Heimer, et al (Holt), Sections 5-8

Not all books cover material in the same order, but all sequential material listed under Algebra 1 and 2 must be completed before credit for Algebra 2 is granted.

Supplemental Material: Programmed Practice for Modern Algebra: Trigonometry, Book 1

(5 semester periods)

PI 91.3 ALGEBRA 3

Review of Algebra 2; products and factors; fractions; powers and roots; simultaneous equations; quadratic equations. Prerequisite: Algebra 2, or equivalent.

  OR
  Second-Year Algebra, Titiev (EBP), Vols. 1, 2 and first half of Vol. 3

Supplemental Materials: Same as for Algebra 2

(5 semester periods)

PI 91.4 ALGEBRA 4

Systems of equations; graphs; ratios; proportions and variations; numerical trigonometry. Prerequisite: Algebra 3, or equivalent.

Authorized Texts: Algebra Refresher, Yesselman (TMI-Grolier), Part 2, Vols. 6-8, and Part 3
  OR
  Second-Year Algebra, Titiev (EBP), second half of Vol. 3, and Vols. 4, 5

Not all books cover material in the same order but all sequential material under Algebra 3 and 4 must be completed before credit for Algebra 4 is granted.

Supplemental Materials: Same as for Algebra 2 and 3

(5 semester periods)

PI 92 ARITHMETIC REVIEW

Review of number combinations and skills in addition, subtraction, and division; not for credit, if pre-test shows reasonable skill.

Authorized Texts: ASMD-4, Hancock, et al (Addison-Westley), 4 booklets
  OR
  Elementary Arithmetic (TMI-Grolier), Vols. 1-5

Supplemental Materials: Cycloteacher, Math Cycle (Field)
  Math Lab (McCormick-Mathers), Grades 3-6
  Sullivan Programed Math (McGraw-Hill)
COURSES IN PROGRAMED INSTRUCTION

Computational Skills Development Kit (SRA)
Arithmetic Fact Kit (SRA)

(5 semester periods)

PI 94.1 BASIC MATHEMATICS 1

Addition, subtraction, multiplication, division of whole numbers, common fractions, decimal fractions; per cent; square root.

Authorized Texts: Basic Mathematics, O'Malley (Addison-Wesley), Books 1-3
OR
Films 1-4, Auto-Tutor (Sargent-Welch)

Supplemental Materials: Cycloteacher, Math Cycle (Field)
All materials listed for arithmetic review

(5 semester periods)

PI 94.2 BASIC MATHEMATICS 2

Continuation of Basic Mathematics 1: review of fundamentals; area and volume of simple geometric figures; measurements; metric systems; algebra of simple formulas.

Authorized Texts: Basic Mathematics, O'Malley (Addison-Wesley), Vols. 4, 5 and either
Enrichment Topics in Basic Mathematics, O'Malley (Addison-Wesley)
or
Understanding Modern Mathematics: Points, Lines, and Planes, Dausch, et al (Macmillan). This text is especially recommended if the student plans to enroll in Algebra 1.
OR
Films 5-8, Auto-Tutor (Sargent-Welch)
Refresher Mathematics, Stein (Allyn and Bacon), is suggested for excellent supplemental work, class work, and testing because it contains large numbers of problems at various levels.

Supplemental Materials: Cycloteacher, Math Cycles (Field)
Preparing for Algebra (Temac)

(5 semester periods)

PI 96 INTRODUCTION TO MODERN MATHEMATICS

New concepts of modern mathematics, including structure and application through discovery methods; mathematical patterns; less emphasis on computation, but greater emphasis on "why" of problem solving.

Authorized Texts: Any three of the following from Understanding Modern Mathematics, Dausch, et al (Macmillan): bases and numerals; number sentences; probability; factors and primes; modular systems; points, lines, and planes (not if taken in Basic Mathematics).

Supplemental Materials: Numeration Systems and Scientific Notation, Bucknell Math Self-Study System 2, Hauck and Moore (Wesley-McGraw)
Liquid Duplication Masters (Continental)
Understanding Problems in Arithmetic, Coronet Learning Programs.

(5 semester periods)
P 97.1 HIGH SCHOOL MATHEMATICS 1

Functional uses of arithmetic; percentage, measurement and consumer mathematics; understanding of number concepts; use of formulas, estimation, simple statistical graphs; space perception; intuitive geometry, informal trigonometry, metric system; applications to practical problems. (May be substituted for Basic Mathematics, but credit may not be granted for both.)


Supplemental Materials: Refresher Math. Stein
Bucknell Math Self-Study System 1 and 2, Hauck and Moore (Webster-McGraw)
Liquid Duplicating Masters (Continental)
Fractions, Decimals, Percentages, Hauck and Moore (Webster-McGraw)
Numeration Systems and Scientific Notation (Webster-McGraw)
Introducing the Metric System, Coronet Learning Programs
Understanding Problems in Arithmetic, Coronet Learning Programs
(5 semester periods)

PI 97.2 HIGH SCHOOL MATHEMATICS 2

Functional uses of arithmetic, percentage, measurement and consumer mathematics; understanding of number concepts; use of formulas, estimation, simple statistical graphs; space perception; intuitive geometry, informal trigonometry, metric system; applications to practical problems. (May be substituted for Basic Mathematics 2, but credit may not be granted for both.)

Authorized Text: Introduction to Modern Mathematics, Hancock, et al (BRL), Vols. 4, 5

Supplemental Materials: Same as for High School Mathematics
AGEP Booklets (U.S. Government Printing Office)
(5 semester periods)

PI 112.1-2 PLANE GEOMETRY 1, 2

Basic concepts, postulates and axioms, problem solving, circles, measurements, logic, proportions.

Authorized Text: Plane Geometry, Curtis (Temac-EBP)
Although a programmed test is available, it is suggested that it be used only by the exceptional student with close teacher supervision.
(10 semester periods)

PI 115.1 SLIDE RULE, MATHEMATICAL NOTATION, AND MEASUREMENT

Theory of the slide rule and reading of scales; problems involving multiplication, division, squares and cubes, square root and cube root, mathematics of large and small numbers by use of powers, combined factors, commutative and distributive principles; metric system.

Authorized Texts: Numbers and Units for Science, Harris, et al (BRL)
Basic Slide Rule Operation, Middlestadt (McGraw)
OR
Films 1-3, Auto-Tutor (Sargent-Welch)
(5 semester periods)
COURSES IN PROGRAMED INSTRUCTION

PI 121  TRIGONOMETRY

Functions of acute and right angles; solution of right and oblique triangles; trigonometric and logarithmic tables.

Authorized Texts: *Trigonometry*, Luckham (Temae-EBP), Vols. 2, 3

OR

Films 1 and 2, Auto-Tutor (Sargent-Welch) (5 semester periods)

PI 131.1  CHEMISTRY 1

Structure and classification of matter; oxygen; hydrogen; solutions; acids, bases, and salts; ionization; valences; formulas; balancing equations; periodic tables; problems involving laws of chemistry. For elective credit only or review; not a laboratory science.

Authorized Texts: *Principles of Chemistry*, Harris (RLI), Books 1-3

AGEP Booklets, Science (U.S. Government Printing Office) (5 semester periods)

PI 131.2  CHEMISTRY 2

Continuation of Chemistry 1; important elements; non-metals; light and heavy metals; atomic reactions; recent developments in chemistry. For elective credit or review; not a laboratory science.

Authorized Texts: *Principles of Chemistry*, Harris (RLI), Books 5-8 (5 semester periods)

PI 137  GENERAL SCIENCE

Introduction to science; living things; structures, habits, and uses of plants; animals; the human body; diseases; diet; nature of matter; air, water, weather; the sun and planets; the earth; magnetism and electricity; basic chemistry.

Authorized Texts: *Biology*, No. TT401-1 (TMI-Grolier)

Chemistry, No. TT401-2 (TMI-Grolier)

and one of the following:

Sound, Light, Electricity, Communications, No. TT401-1-2 (TMI-Grolier)

Measurements, Meteorology, and Astronomy, No. TT403-1-2 (TMI-Grolier)

Work and Machines, No. TT402-1 (TMI-Grolier)

OR

Any two volumes of *General Science Programmed Learning Laboratory* 1-4.

Accelerated Instruction Methods Corp. (Macmillan)

AGEP Booklets, Science (U.S. Government Printing Office) (5 semester periods)

PI 152.1  PHYSIOLOGY 1

Organs of the human body; bones, tissue, muscles. Not for laboratory science credit.

Authorized Text: *Human Physiology* (TMI-Grolier), Vols. 1, 2
OR
*Basic Concepts of Physiology and Anatomy*, Dean, et al (Lippincott)

(5 semester periods)

PL 160.1 ASTRONOMY 1

The sun, the planets, the constellations, and the night sky.

**Authorized Texts:** *Programmed Astronomy*, Sullivan (McGraw), Vol. 1
*The Night Sky*, Sullivan (McGraw)

(2½ semester periods)

**SOCIAL SCIENCES**

PL 186.1 UNITED STATES HISTORY I

Political, social, and economic development of the United States; discovery; colonial period; struggle for independence; establishment of constitutional government; the westward movement; sectionalism and the Civil War; personalities, ideas, and events in American history; roles and contributions of various ethnic groups to early economic, political, and social development of California and the nation.

**Authorized Texts:** *Modulearn Series* (Modulearn, Inc.), 4 vols.

(5 semester periods)

PL 186.2 UNITED STATES HISTORY 2

Continuation of United States History 1; development of the United States from 1895 to the present; industrial expansion; foreign relations; the two world wars; the emergence of the United States as a world power; California history; study of the roles and contributions of various ethnic groups to modern economic, political, and social development of California and the nation. Prerequisite: U.S. History 1, or equivalent.

**Authorized Texts:** *Modulearn Series* (Modulearn, Inc.), 5 vols.
*Programed Approach: The United States in the Twentieth Century*, Lesser (available at Los Angeles City College Campus Bookstore).

(5 semester periods)

PL 188.1 UNITED STATES GOVERNMENT I

Legislative, executive, and judicial framework and functions of national, state, and local governments; traditions and practices; privileges and responsibilities under a democratic form of government. Must include teacher-selected material about California government.

**Authorized Texts:** *United States Constitution*, Paul McCloskey, Jr. (BRL)
*American Government*, Rosenhack (BRL), Vols. 1, 2
*Elections and Voting, National*, Chester (Macmillan)
*Elections and Voting in California*, Chester (Macmillan)
Supplemental reading and specific project recommended.
Supplemental Materials: 
- Amendments to the Constitution (Allan and Bacon)
- AGEP Booklets 3-12 and 30-38, including pre- and post-tests. (U.S. Government Printing Office)
- The Bill of Rights (Connect Learning Programs)
- Modeltest Series (Modul earn, Inc.), 3 books

**PI 188.2 UNITED STATES GOVERNMENT 2**

A problem-solving approach to the study of United States government, including contemporary American problems, economics, international relations, and current history; operation of state and local governments.

**Authorized Texts:**
- American Government, Rosenbach (BRL), Vols. 1, 2

**Supplemental Materials:** Same as for U.S. Government 1

(5 semester periods)

**PI 199 UNITED STATES GEOGRAPHY**

Physical, economic, and political aspects of important areas of the United States; influences of geography on political, economic, and social problems.

**Authorized Texts:**
- Geography of the United States, McGraw and Williams (BRL), Vols. 1-3 and map supplement for each

**Supplemental Materials:**
- Cycleteacher, Map Study Cycles (Field)
- Social Studies (BRL)
- Maps - How We Read Them: Latitude and Longitude; Westward Expansion of Our Nation (Connect Learning Programs)
- AGEP Booklets (U.S. Government Printing Office)

(5 semester periods)

**PI 213 APPLIED PSYCHOLOGY**

Investigation of human behavior as an aid to solving practical human problems: understanding of interests, aptitudes, attitudes, desires, and "drives" in personal adjustment; psychology in human relations.

**Authorized Text:**
- The Analysis of Behavior, Skinner (McGraw)

(5 semester periods)

**PI 214 PHYSIOLOGICAL PSYCHOLOGY**

Reasons for psychological reactions through the physical, rather than the reasoning, system; functions of touch, sight, and similar receptors in response to stimuli.

**Authorized Texts:**
- Physiological Psychology, Kimble (Addison-Wesley)
  OR
- Biological Basis of Behavior, McGuigan (Prentice-Hall)

(2½ semester periods)
PI 218  ECONOMICS AND THE CONSUMER LAW

Introductory; basic concepts of economics; principles of money management, budgeting, wise "buymanship," fraud protection, legal rights of and recourse open to consumers.

*Authorized Text: Modern Consumer Education (Grolier)*

(10 semester periods)

PI 219  ECONOMICS

Characteristics and functions of the economic system; production and distribution of wealth; laws of supply and demand; business organization; government regulations; labor problems; money and banking; business fluctuation.

*Authorized Texts: American Economic Series, Lumsden, et al (HRI). Either Vols. 1-3 and choice of one other, or Vols. 1, 7 and choice of two others. If PI 183.2 has been completed, select those volumes not used for credit in that course.*

(5 semester periods)

GENERAL EDUCATION DEVELOPMENT (G.E.D.) PREPARATION

PI 280  HIGH SCHOOL SUBJECTS REVIEW - G.E.D. PREPARATION

Comprehensive review of the key concepts in the high school curriculum contained in the five basic subject areas of English Grammar, Social Studies, General Science, English Literature, and Mathematics.

*Authorized Text: AGEP Booklets (U.S. Government Printing Office)*

(10 semester periods)

FINANCE

PI 370  PERSONAL FINANCE

Application of principles of finance to problems of everyday living: analysis of the functions of financial institutions; selection of services for borrowing money, buying insurance, buying a home, and making investments; keeping financial records; drawing up a will.


(5 semester periods)

GENERAL BUSINESS

PI 378  BUSINESS ENGLISH

Effective use of English in business; general review of composition, grammar, and usage; emphasis on sentence structure, punctuation, word usage, business vocabulary,
and spelling. Prerequisite: English 2, or equivalent

**Authorized Text:** Practical Business English for Colleges, Aurner (South-Western)

**OR**

Business English and Communication, Stewart, et al (Gregg-McGraw)

(5 semester periods)

### PI 385 BUSINESS MATHEMATICS

Includes review of fundamentals: general problems of budgeting; banking; interest and credit; income tax; accounting, installment buying; wages; related business activities.


Programed Business Mathematics, (Gregg-McGraw), Books 1-3, revised cycle teacher. Math Cycles (Field)

(5 semester periods)

### HEALTH EDUCATION

### PI 836 FIRST AID

Accident prevention; emergency treatment; resuscitation; transportation of injured; home emergencies.

**Authorized Texts:** American Health and Safety Series, Igel and Bolden (BRL):

First Aid, Safety

**OR**

First Aid Booklet (American Red Cross)

(5 semester periods)

### PI 841 HEALTH AND HYGIENE

Problems in personal and community hygiene; human anatomy and physiology; cause and control of diseases; nutrition; sanitation; mental health.

**Authorized Texts:** American Health and Safety Series, Igel and Bolden (BRL):

First Aid and any four of the following: Communicable Diseases, Nutrition, Personal Health, Safety, Body Structure and Function, Venereal Disease

**Supplemental Materials:** Your Heart and Circulation: Cells: Their Structure and Function. Coronet Learning Program

(5 semester periods)
Several courses in programmed instruction that are either not included in the *Catalog of Authorized Subjects* or not included in Appendix A are offered at many of the Individualized Adult Learning Centers. For assistance in establishing these courses, call the nearest community adult school, the Career and Continuing Curriculum Office (697-1708), or any of the media centers listed in Appendix C. Course outlines, suggestions, and other forms of help may be available.

Examples of such courses are the following:

- Communications Skills
- Elementary Subjects
- English Review and Reading Improvement
- Mathematics for Nurses
- Medical Terminology
- Phonics
- Pre-Employment Package
- Application Forms
- Reading Want Ads, etc.
- Specialized Vocabulary Development
- Auto Mechanics
- Allied Health
- Nursing
- Dental Assistant
- Medical Assistant
- Study Skills
- Vocabulary Building
APPENDIX C

ADULT SCHOOLS WITH
INDIVIDUALIZED LEARNING CENTERS

REGIONAL MEDIA CENTERS

The Division of Career and Continuing Education has established five individualized adult learning centers to "decentralize" services, materials, and other resources for community adult schools and regional occupational centers in given areas. Locations of these centers and the names of personnel are listed below. Staff members at any of the centers will assist in developing a learning laboratory and will provide advice regarding materials and equipment. They can also supply course outlines related to programmed learning.

E. Manfred Evans Community Adult School
717 North Figueroa Street
Los Angeles 90012
626-7151
Mrs. Frances Finch

Central City Regional Occupational Center
1646 South Olive Street
Los Angeles 90015
748-6511
Mrs. Elsie Withey

Garfield Community Adult School (Marianna Branch)
145 South Eastern Avenue
Los Angeles 90022
264-7685
Mrs. Camilla Townsend

Washington Community Adult School
10860 South Denker Avenue
Los Angeles 90047
757-4108
Mr. Earl Veits

West Valley Regional Occupational Center
6200 Winnetka Avenue
Woodland Hills 91364
346-3540
Mr. Ron Kindig

Other members of the Committee for Individualized Adult Learning Centers who are available to assist in the establishing of new centers include Mrs. Joan Biric, Menlo Adult Basic Education Center; Mr. William Biric, Banning Community Adult School, and Mrs. Jean Kardon, East Los Angeles Occupational Center.

The community adult schools listed on the following pages have study skills centers and classes that utilize programmed and individualized learning techniques. Visit the center or school in your area for assistance in the selection of instructional materials.
# Community Adult Schools' and Occupational Centers

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address 1</th>
<th>Address 2</th>
<th>Phone 1</th>
<th>Phone 2</th>
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<tr>
<td>Banning Community Adult School</td>
<td>1500 North Avalon Boulevard</td>
<td>Wilmington</td>
<td>835-6084</td>
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<td>Whittier</td>
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<tr>
<td></td>
<td>30-34 Whittier Boulevard</td>
<td>Los Angeles</td>
<td>262-4140</td>
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<td></td>
<td>1640 South Olive Street</td>
<td>Los Angeles</td>
<td>740-8564</td>
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<td></td>
<td>5721 West Washington Boulevard</td>
<td>Los Angeles</td>
<td>310-6574</td>
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<td>Dorsey Community Adult School</td>
<td>1547 Earmdale Avenue</td>
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<td>292-0455</td>
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<td></td>
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<td>211 West 17th Street</td>
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<td>Maloney Community Adult School</td>
<td>7320 Melrose Avenue</td>
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<td>Franklin Community Adult School</td>
<td>820 North Avenue 54</td>
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<td>Gardena Community Adult School</td>
<td>1301 West 182nd Street</td>
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<td>Garfield Community Adult School</td>
<td>5101 East 6th Street</td>
<td>Los Angeles 90022</td>
<td>262-5163</td>
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<td>Hollywood Community Adult School</td>
<td>1521 North Highland Avenue</td>
<td>Los Angeles 90028</td>
<td>467-6491</td>
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<td>Huntington Park Community Adult School</td>
<td>6020 Miles Avenue</td>
<td>Huntington Park 90255</td>
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<td>Jefferson Community Adult School</td>
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<td>Lincoln Community Adult School</td>
<td>3701 North Broadway</td>
<td>Los Angeles 90031</td>
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<td>Los Angeles Community Adult School</td>
<td>4600 West Olympic Boulevard</td>
<td>Los Angeles 90019</td>
<td>933-8437</td>
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<td>Manual Arts Community Adult School</td>
<td>4131 South Vermont Avenue</td>
<td>Los Angeles 90017</td>
<td>234-9177</td>
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<td>North Hollywood Community Adult School</td>
<td>5274 Colfax Avenue</td>
<td>North Hollywood 91604</td>
<td>766-8186</td>
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<td>SCHOOLS AND CENTERS</td>
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<td>Nolan Valley Regional Occupational Center</td>
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<td>Reseda Community Adult School</td>
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<td>San Pedro Community Adult School</td>
<td>1001 West 15th Street, San Pedro 90731</td>
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<td>University Community Adult School</td>
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<td>10860 South Denker Avenue, Los Angeles 90047</td>
<td>714-4108</td>
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<td>West Valley Regional Occupational Center</td>
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<th>SKILL CENTERS</th>
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<td>East Los Angeles Skill Center</td>
<td>1230 South Monterey Pass Road, Monterey Park 91754</td>
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<td>Pacoima Skill Center</td>
<td>13299-13301 Louvre Street, Pacoima 91331</td>
<td>818-9558</td>
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<td>Venice Skill Center</td>
<td>324 Lincoln Boulevard, Venice 90291</td>
<td>323-4153</td>
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<td>Watts Skill Center</td>
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<td>Catholic Youth Organization Adult Basic Education Center</td>
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<td>Menlo Adult Basic Education Center</td>
<td>1216 South Menlo Avenue, Los Angeles 90006</td>
<td>310-6970</td>
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<td>Saugus Urban Residential and Educational Center</td>
<td>27234 Bouquet Canyon Road, Saugus 91350</td>
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<td>Venice Adult Basic Education Center</td>
<td>1015 Lincoln Boulevard, Los Angeles 90291</td>
<td>323-0798</td>
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<tr>
<td>Work Incentive Program (WIN) Career Center</td>
<td>1817 West Venice Boulevard, Los Angeles 90006</td>
<td>213-3830</td>
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</table>

| ERIC                                      |                                                   |         |
This Appendix contains partial lists of publishers of self-instructional materials and of vendors of instructional equipment and aids.

Since the industry involved in creating programed instructional materials is rapidly expanding, some research should be done before purchase of any materials or equipment to assure that the item is of good quality and has not become obsolete. Staff members whose names are listed in Appendix C will be pleased to offer suggestions. Assistance is also available from the Career and Continuing Curriculum Office in Room G-361 at the Central Administrative Offices.

Content of instructional materials should be current, appropriate in terms of purpose, and of high interest to adults. When ordering audio-visual equipment, determine whether the item is:

1. Easy for teacher and student to operate.
2. Appropriate in terms of course objectives.
3. Adaptable for use in more than one course.

Write to publishers and vendors for current catalogs, using a form letter stating your program objectives and needs. From the catalogs you will be able to select materials or equipment for preview to ascertain whether they will be suitable for use in the learning center.
PRODUCERS OF INSTRUCTIONAL EQUIPMENT

AUDIO-VISUAL RESEARCH
1507 8th St., S.E.
Waseca, Minn. 56093

BELL AND HOWELL
7100 McCormick Bld.
Chicago, Ill. 60645
Distributor:
A.F. Milliron Co., Inc.
1198 S. La Brea Ave.
Los Angeles, Calif. 90019
937-2722

BIO-DYNAMICS, INC.
33 Cambridge Pkwy.
Cambridge, Mass. 02142

CLASSROOM FILM DISTRIBUTORS, INC.
Distributor:
Coast Visual Education
5610 Hollywood Blvd.
Hollywood, Calif. 90028

CRAIG CORPORATION,
EDUCATION DIVISION
3410 S. La Cienega Blvd.
Los Angeles, Calif. 90016

CAREER DEVELOPMENT CORPORATION
229 N. Central Ave.
Glendale, Calif. 91203

DU KANE AUDIO-VISUAL EQUIPMENT
St. Charles, Ill. 60174
Distributor:
J.D. Audio-Visual Sales & Service
1700 E. Walnut
Pasadena, Calif. 91106
792-6682 681-9950

EDUCATIONAL DEVELOPMENTAL
LABORATORIES, INC. (EDL)
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PORTABLE STUDY CARRELS
Samples of diagnostic placement tests used at some individualized adult learning centers have been included in this Appendix.

The Job Corps Screening and Placement tests are in the public domain and therefore are not copyrighted. These instruments are used to determine the student's reading comprehension level. They correlate with the Gray Oral Reading, the Jastak Wide Range, and the Botel Word Opposites tests in determining what the initial reading placement should be.

In Appendix E are listed additional examples of informal reading instruments and names of test publishers.

APPENDIX E

SAMPLES OF DIAGNOSTIC PLACEMENT TESTS
SEQUENCE OF PROGRESS

PRESCRIBE

PROGRAMED

DIAGNOSE

LOCATOR

PROG. TEST 1

PROG. TEST 2

PROG. TEST 3

PROG. TEST 4

MATERIALS

EVALUATE

FINAL TEST
# Establishing Student's Reading Level from Placement Tests

**Screening Survey**
- Lower Placement Survey
- Upper Placement Survey

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**Sullivan Placement Survey**

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**Lower Placement Survey**
- 25 minutes - 35 items

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**Screening Survey**
- 13 minutes - 25 items

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**Advanced Reading**
- SRA IVA Level Advance ment Checks (LAC)

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**Upper Placement Survey**
- 25 minutes - 36 items

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**JOS CORPS READING LEVELS AND APPROXIMATE GRADE LEVELS**

Compared with scores on Job Corps Upper Placement Test:

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SAC Test is the Step Advancement Check test, which determines whether or not the student should move up to the next higher reading level.

**DIAGNOSTIC PLACEMENT TESTS**

---

**Note:**
- RL = Reading Level
- SAC = Step Advancement Check
- 80% = 80% correct
- Under 80% = Below 80% correct
SAMPLE PLACEMENT SURVEY
ENGLISH 7 P.I. READING COMPREHENSION SCREENING TEST
Screening, 13 Minutes

Upper Placement

Last Name                First Name                Score

Date

Lower Placement

Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense by placing an "x" in front of that word.

Sample Item: Five cents is called a 1. 1) penny 2) gas
To stop a car you step on the 2. 1) quarter 2) brake

1) penny 2) gas

What a difference there is between a bark and a growl! When a dog barks he throws his head high. A bark is not a war cry. But when a dog growls, he 1 his head. A growl may mean he is ready to fight. The dog must guard his throat when he fights another animal. If a dog comes barking to meet you, you are in no 2.

1) raises 2) lowers

Do you know that many farmers buy ladybugs for their gardens? Ladybugs never eat plants. They eat other 3 that do eat plants.

Mr. Sam Quick sells ladybugs to 4. Many men work for him. Mr. Quick's men look in trees for sleeping 5. They sleep on cool tree leaves.

The men put sheets on the ground. Then they shake the 6. When the bugs fall, the men pick up the 7. The ladybugs are inside.

3) ladybugs 4) farmers 5) plants 6) trees 7) ladybug

Do you know that two million tons of coal burned every minute would not equal the 8 that the Gulf Stream gives forth in its Atlantic crossing. Without the Stream's warmth England's pleasant green countryside would be as cold as Labrador, which is no farther north than England. If this "river of blue" were cooled as much as fifteen 9, England, Scandinavia, Northern France, and Germany would probably become a region for the 10 only.

8) heat 9) inches 10) heat

Two million tons of coal burned every minute would not equal the 8 heat that the Gulf Stream gives forth in its Atlantic crossing. Without the Stream's warmth England's pleasant green countryside would be as cold as Labrador, which is no farther north than England. If this "river of blue" were cooled as much as fifteen 9 inches, England, Scandinavia, Northern France, and Germany would probably become a region for the 10 only.
My interest in octopuses started a few years ago in Palm Beach. I watched a pair of__11___ in two six-foot tanks at the Marine Biological Laboratory. With their tentacles__12___ they were a couple of feet across. I was fascinated by the way they moved about. their miraculous way of changing color, the way they caught little crabs with a sudden flip of their__13___ and by their almost human eyes that seemed amazingly intelligent.

Spiders, though not generally popular, are true friends of man, and scientists believe that human life could not survive without them. For a spider's life is devoted to snaring and devouring insects which might otherwise__14___ and desolate the earth. It has been estimated that each year the spiders in England and Wales destroy__15___ more than equal in weight to the entire human population of that area.

Among the most colorful sights in London are the soldiers in scarlet tunics and tall bearskin hats who do__16___ duty outside Buckingham Palace and other royal__17___. The Brigade of Guards is an example of split-and-polish, parade-ground perfection. But though they exhibit the elegance of musical comedy soldiers, the Guards in time of war are chosen for some of the toughest frontline fighting jobs. Since 1660 they have taken part in almost every great campaign the British have fought. For three__18___ the Guards' tradition of iron discipline has been a force in molding British character. Even under appalling__19___, they have__20___ set an example of flawless discipline.

The history of the protozoa, as a microbiologist Roman Vishnaic tells it, started with the formation of the earth, a process that scientists estimate began three or four million years ago. A whirling ball of gases torn from the sun gradually solidified in a pattern that placed the heaviest elements of our present chemical scale centrally and worked outward to the__21___, principally hydrogen and oxygen, the components of water; these intermingled and rose in blankets of__22___ many miles high. On the__23___ surface the continental platforms floated into place; the global covering gradually hardened and cooled so that it could receive the vaporous layer's endless precipitation as water, instead of reconverting it instantly to steam and sending it aloft again. When this happened, the heavy clouds, piled on each other mile after lofty mile, loosed their burdens like weary sponges; the skies were cleared by__24___ that lasted centuries, filing the ocean beds. All this for protozoa, Vishnaic says happily, for life began in the__25___.

65
SAMPLE PLACEMENT SURVEY
Lower Level, 25 Minutes

Name_________________________________________ Score_____

Reading Placement Test, RJLPL, for Graded Reading Selections, Levels 1-5

Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense by placing an "x" in front of that word.

Sample item: The new snow was very ____ 1) ___ hot
___ cold
___ black
___ winter

1) ___you ___ red 3) ___ sit up 4) ___ up and out
___ it ___ own ___ go off ___ without
___ the plane ___ car ___ ring ___ inside out
___ your ___ plane's ___ safely ___ to and fro

5) ___ Then: ___ seat ___ landed ___ opens
___ It ___ plane ___ rising ___ closes
___ These ___ rocket ___ swimming ___ sounds
___ The ___ top ___ falling ___ keeps

It was 50 degrees below zero. The ____ blew hard. A group of five tired men pushed their way through the high ___ 10. They wanted to be the first to ___ the South Pole. The head of the party was Robert Scott. Many weeks ago their ship had ___ 12 on the coast of Antarctica. A camp was set up. Some of the men stayed ___ 13 to take care of things. Scott and his party started out for the 900 mile walk. Ponies pulled the 1000 pound ___ 14.

9) ___ cold 10) ___ snow 11) ___ climb 12) ___ discovered
___ wind ___ grass ___ paint ___ left
___ windy ___ way ___ live ___ landed
___ water ___ green ___ reach ___ climbed

13) ___ there 14) ___ balloon
___ with ___ truck
___ afloat ___ boat
___ asleep ___ sled

Nineteen miles above the earth a man sat inside a large ball. The ball had been carried high into the ___ 15 by a balloon. The man in the ___ 16 was Major Simons.
In the daytime the sun made the ball very hot but an air cooler kept Simons **17**. At night it became cold. Then a heater kept him **18**. Down on the earth men were tracking the **19**. A truck tried to stay **20** the balloon all the time. Simons was **21** to talk with the men by radio. He said he was **22** into a storm.

---

In the summer of 1957, men built a small town at the South Pole. They knew life would be **23**. Still they went to study the stars, the air around them, and the snow and ice below them. Quickly they **24** their houses. All buildings were **25** by snow tunnels. The men knew that for days it would stay more than **80** below zero. Because of these snow **27** they did not have to go outside very often. Going outside when it is even 60 degrees below **28** is very hard on a man.

---

All forms of movement are the result of pushing or pulling. When you walk, your feet **29** against the ground. If the ground were perfectly smooth so that you could not get a grip on it, movement would be **30**. For their movement, automobiles and locomotives depend on the friction of their **31** against whatever supports them: road surface or **32**. Without **33**, the wheels would spin round, but the **34** would get nowhere. Yet a rocket out in space has nothing around it; it moves in a **35**. The rocket carries with it something it can push against: its fuel.
SAMPLE PLACEMENT SURVEY
Upper Level, 25 Minutes

Score

Screening Test
Upper Placement
SAC Test
Assigned Reading Level

Last Name

First Name

Date

Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense by placing an "x" in front of that word.

Sample item: The new snow was very
1) ___ hot
   ___ cold
   ___ black
   ___ winter

On the water, as on land, the fire fighter never forgets the great importance of the first five minutes of a fire. Even more than land fires, water-front fires have a way of ___ in a few minutes from a small fire into a ___ blaze. This is partly due to the fact that the pier and warehouses are made of wood and tar which ___ easily. A fire puts up its most ___ fight among the heavy piles under the ___ and warehouses. The ___ are driven into the bottom close together. Since there is little space ___ them, the streams of water cannot reach the burning ___ , and the fire spreads quickly as it passes from one pile to the other.

1) ___ decreasing
   ___ being
   ___ staying
   ___ changing

2) ___ small
   ___ huge
   ___ smouldering
   ___ limited

3) ___ burn
   ___ rot
   ___ fall
   ___ melt

4) ___ changing
   ___ stunning
   ___ stubborn
   ___ incensed

5) ___ boats
   ___ piles
   ___ piers
   ___ water-front

6) ___ fire engine
   ___ piers
   ___ warehouses
   ___ after

7) ___ between
   ___ in
   ___ toward
   ___ after

8) ___ water
   ___ areas
   ___ houses
   ___ warehouses

Screwdriver and splicing knife hanging from his belt, the telephone man keeps history's happiest invention humming from coast to coast. He watches over 265 million miles of ___ , waging war against storm, disaster and pesky animals that chew up or nest in his ___ . He hoists his lines over mountains with helicopters, shoots them across canyons with bow and ___ , strings them through dark conduits far ___ great cities. To every home and office he gains ready ___ exuding courtesy and ___ .

9) ___ wire
   ___ water
   ___ coastline
   ___ film

10) ___ plants
    ___ equipment
    ___ clothing
    ___ trees

11) ___ darts
    ___ gun
    ___ arrow
    ___ stern

12) ___ better
    ___ above
    ___ beside
    ___ beneath

13) ___ expense
    ___ entrance
    ___ exit
    ___ entranced

14) ___ wires
    ___ helpfulness
    ___ sickness
    ___ advancement
Engineers have created the first practical robot for steering an automobile. This electromechanical 15 can guide an automobile in 16 to signals from an electric cable beneath the highway pavement. Somewhat 17 automatic arrangements may someday permit commercial airliners to travel through the sky along 18 electronic air lanes. Under automatic 19, aircraft will take off, fly precise air routes, and land without the 20 of human pilots, regardless of weather conditions. Automation has 21 many striking triumphs in the 22 of manufacturing. 23 one group of automatic machines turns out finished products, another 24 of robots will prepare these products for shipment to customers.

15) robot 16) responded 17) simultaneous 18) invisible
    engineer respond similar indefinite
    beacon responsive familiar indelible
    report response similarity informed

19) authority 20) inactivity 21) revalued 22) part
    elimination apprehension perceived field
    control assistance retrieved cost
    recognition elimination achieved reduction

23) until 24) equivalent
    while manufacturer
    still color
    soon battery

At Johnsville, Pennsylvania, the Navy has a big centrifuge on which the astronauts 25 the pull of gravity, just as they will when they are shot into space and again when the capsule 26 the earth's 27 after orbiting. Normal g-pull is the pull of earth's gravity on a human. The 28 of the pull is measured by the weight of the body. Scientists 29 that the pull at launching will be a little less than nine times the weight of the astronaut's body. They say this pull will last a second or so, and then will 30 during launching to a g-pull of about five that will last perhaps a minute.

25) prove 26) re-enters 27) astrophysics 28) speed
    repudiate reinforces surface force
    experience expells astronomy time
    recognize engages atmosphere distance

29) require 30) increase
    measure modify
    estimate orbit
    evaluate reject
From where I sit I can see the coming within the next decade of a great golden era in medicine, the greatest so far in mankind’s __31__. I see progress in many fields of science -- physics, chemistry, and the so-called life sciences -- developing at such a rapid ever-increasing pace that I expect it to __32__ within the near future in a mammoth break-through of __33__ a break-through of such magnificent __34__ that a way will at last be open for the control of all the terrible diseases that have baffled and __35__ mankind through the __36__.

31) ___characteristics
 ___history
 ___category
 ___century

32) ___contaminate
 ___deteriorate
 ___dwindle
 ___culminate

33) ___obsolescence
 ___knowledge
 ___disease
 ___irrelevance

34) ___fragility
 ___proportions
 ___detention
 ___deception

35) ___planned
 ___pleased
 ___plagiarized
 ___plagued

36) ___centuries
 ___year
 ___research
 ___physicians
## Answer Keys for Reading Placement Surveys

### Screening

<table>
<thead>
<tr>
<th>1.</th>
<th>nickel (given)</th>
<th>1.</th>
<th>you</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>brake (given)</td>
<td>2.</td>
<td>plane's</td>
</tr>
<tr>
<td>3.</td>
<td>(1) lowers</td>
<td>3.</td>
<td>go off</td>
</tr>
<tr>
<td>4.</td>
<td>(2) danger</td>
<td>4.</td>
<td>up and out</td>
</tr>
<tr>
<td>5.</td>
<td>(3) bugs</td>
<td>5.</td>
<td>These</td>
</tr>
<tr>
<td>6.</td>
<td>(4) farmers</td>
<td>6.</td>
<td>rocket</td>
</tr>
<tr>
<td>7.</td>
<td>(5) ladybugs</td>
<td>7.</td>
<td>falling</td>
</tr>
<tr>
<td>8.</td>
<td>(6) trees</td>
<td>8.</td>
<td>opens</td>
</tr>
<tr>
<td>9.</td>
<td>(7) sheets</td>
<td>9.</td>
<td>wind</td>
</tr>
<tr>
<td>10.</td>
<td>(8) heat</td>
<td>10.</td>
<td>snow</td>
</tr>
<tr>
<td>11.</td>
<td>(9) degrees</td>
<td>11.</td>
<td>reach</td>
</tr>
<tr>
<td>12.</td>
<td>(10) Eskimos</td>
<td>12.</td>
<td>landed</td>
</tr>
<tr>
<td>13.</td>
<td>(11) them</td>
<td>13.</td>
<td>there</td>
</tr>
<tr>
<td>14.</td>
<td>(12) extended</td>
<td>14.</td>
<td>sled</td>
</tr>
<tr>
<td>15.</td>
<td>(13) tentacles</td>
<td>15.</td>
<td>sky</td>
</tr>
<tr>
<td>16.</td>
<td>(14) multiply</td>
<td>16.</td>
<td>ball</td>
</tr>
<tr>
<td>17.</td>
<td>(15) insects</td>
<td>17.</td>
<td>cool</td>
</tr>
<tr>
<td>18.</td>
<td>(16) sentry</td>
<td>18.</td>
<td>warm</td>
</tr>
<tr>
<td>19.</td>
<td>(17) residences</td>
<td>19.</td>
<td>balloon</td>
</tr>
<tr>
<td>20.</td>
<td>(18) centuries</td>
<td>20.</td>
<td>below</td>
</tr>
<tr>
<td>21.</td>
<td>(19) conditions</td>
<td>21.</td>
<td>able</td>
</tr>
<tr>
<td>22.</td>
<td>(20) always</td>
<td>22.</td>
<td>heading</td>
</tr>
<tr>
<td>23.</td>
<td>(21) lightest</td>
<td>23.</td>
<td>hard</td>
</tr>
<tr>
<td>24.</td>
<td>(22) clouds</td>
<td>24.</td>
<td>built</td>
</tr>
<tr>
<td>25.</td>
<td>(23) earth's</td>
<td>25.</td>
<td>together</td>
</tr>
<tr>
<td>26.</td>
<td>(24) rain</td>
<td>26.</td>
<td>degrees</td>
</tr>
<tr>
<td>27.</td>
<td>(25) sea</td>
<td>27.</td>
<td>tunnels</td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td>28.</td>
<td>zero</td>
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<tr>
<td>29.</td>
<td></td>
<td>29.</td>
<td>push</td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td>30.</td>
<td>impossible</td>
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<tr>
<td>31.</td>
<td></td>
<td>31.</td>
<td>wheels</td>
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<tr>
<td>32.</td>
<td></td>
<td>32.</td>
<td>rails</td>
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<tr>
<td>33.</td>
<td></td>
<td>33.</td>
<td>steam</td>
</tr>
<tr>
<td>34.</td>
<td></td>
<td>34.</td>
<td>vehicles</td>
</tr>
<tr>
<td>35.</td>
<td></td>
<td>35.</td>
<td>vacuum</td>
</tr>
<tr>
<td>36.</td>
<td></td>
<td>36.</td>
<td>centuries</td>
</tr>
</tbody>
</table>

*Suggested time: 13"*

### Directions: (Type into the test papers or read to student(s))

**Here are some sentences with missing words. A blank in the sentence with a number on it shows where a word is missing. Four words that might go in the blank are then given after the same number as that of the missing word. Choose from those four the word that makes the most sense in each blank. Show the word you think is best by......**

### Placement:

**From SCREENING scores:**

<table>
<thead>
<tr>
<th>From &quot;L&quot; scores:</th>
<th>From &quot;U&quot; scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-8..Beginning Reading</td>
<td>0-2 Sullivan Placement</td>
</tr>
<tr>
<td>9-14..&quot;L&quot; Placement</td>
<td>3-8 Step 1 or SAC 1</td>
</tr>
<tr>
<td>15-20..&quot;U&quot; Placement</td>
<td>9-14 Step 1 or SAC 1</td>
</tr>
<tr>
<td>21-25..Advanced Reading</td>
<td>15-22 Step or SAC 2</td>
</tr>
<tr>
<td></td>
<td>23-28 Step or SAC 2</td>
</tr>
<tr>
<td></td>
<td>29-35 Step or SAC 4</td>
</tr>
</tbody>
</table>

**From "U" scores:**

<table>
<thead>
<tr>
<th>From &quot;U&quot; Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9 Take L Placement</td>
</tr>
<tr>
<td>10-14 Step or SAC 4</td>
</tr>
<tr>
<td>15-24 Step or SAC 5</td>
</tr>
<tr>
<td>25-30 Step or SAC 6</td>
</tr>
<tr>
<td>31-36 Step or SAC 7</td>
</tr>
<tr>
<td>(if 80% or more on SAC 7, do SAC 8, etc.)</td>
</tr>
</tbody>
</table>

*Score of 80% or better needed to pass any SAC*
Do NOT WORRY about your score on this paper. Your teacher wants to find out if you need any practice on these skills. Do your work on this paper.

**ADD**

(1)  9658  
+ 3467  
______
(2)  4272  
5468  
+ 1845  
+ 274  
______
(3)  6535  
369  
4816  
(4)  7312+53+168

**SUBTRACT**

(5)  584  
| 322  
- 27  
______
(6)  83  
- 27  
______
(7)  3570  
- 2980  
______
(8)  8607  
- 3938  
______
(9)  $200.14  
- 14.25  
______
(10)  30024  
- 15886  
______
(11)  423  
x 7  
______
(12)  7264  
x 6  
______
(13)  529  
| 47  
______
(14)  867  
| 30  
______
(15)  856  
| 537  
______
(16)  3048  
| 306  
______
(17)  546  
| 3789  
______
(18)  73789  
| 992  
______
(19)  32)992  
44)17864  
______

**DIVIDE**

(17)  546  
| 3789  
______
(18)  73789  
| 992  
______
(19)  32)992  
44)17864  
______
(20)  739)374673

(21)  200)6000  
______
(22)  72)5688  
______
(23)  739)374673

17864
For 1, 2, 3 write these using decimal points and numbers.

(1) sixteen hundredths
(2) three thousandths
(3) two thousand eleven and four tenths
(4) $7.5 + 8.5$
(5) $0.06 + 0.148 + 0.2166$
(6) $42.3 + 6.23 + 4$

**SUBTRACT**

(7) $74.260 - 21.16$
(8) $7.49 - 6.4485$
(9) $175 - 16.32$

**MULTIPLY**

(10) $497.4 \times 5$
(11) $3.76 \times 0.23$
(12) $64.3 \times 0.035$
(13) $0.23 \times 0.16$

**DIVIDE**

(14) $6.72 \div 3$
(15) $8.01 \div 0.03$
(16) $0.714 \div 0.05$
(17) $2.5 \div 1.5$
(18) $0.006 \div 9$
(19) $25 \div 15$
DIAGNOSIS PLACEMENT TESTS

FRACTION SURVEY

Period_____ Date_____ Name__________________________

DO NOT WORRY about your score on this paper; your teacher wants to find out what you remember about fractions.

(1) \[ \frac{3}{7} + \frac{2}{7} = \frac{5}{7} \]

(2) \[ \frac{9}{16} + \frac{6}{16} = \frac{15}{16} \]

(3) \[ \frac{3}{8} + \frac{5}{24} = \frac{13}{24} \]

(4) \[ \frac{10}{3} + \frac{3}{5} = \frac{31}{15} \]

(5) \[ \frac{2}{3} + \frac{3}{4} + \frac{1}{6} = \frac{11}{6} \]

(6) \[ \frac{3}{2} + \frac{2}{3} + \frac{4}{25} \]

SUBTRACTION

(7) \[ \frac{12}{14} - \frac{9}{14} = \frac{3}{14} \]

(8) \[ \frac{3}{4} - \frac{1}{8} = \frac{5}{8} \]

(9) \[ \frac{2}{7} - \frac{5}{7} = \frac{1}{7} \]

(10) \[ 6 - \frac{4}{3} = \frac{14}{3} \]

(11) \[ -44 \frac{1}{4} - 12 \frac{5}{8} = -57 \frac{3}{8} \]

(12) \[ \frac{1}{3} \times \frac{3}{4} \]

(13) \[ \frac{2}{3} \times \frac{6}{8} \]

(14) \[ 8 \times \frac{3}{4} \]

(15) \[ 9 \frac{1}{4} \times \frac{3}{5} \]

DIVISION

(16) \[ \frac{2}{3} \times \frac{1}{7} \]

(17) \[ \frac{3}{4} \div \frac{1}{3} \]

(18) \[ \frac{5}{6} \div \frac{2}{3} \]

(19) \[ \frac{2}{3} \div \frac{1}{4} \]

(20) \[ 120 \div \frac{1}{2} \]

(21) \[ \frac{1}{3} \div 7 \]
Work as much of this as you can. DO NOT WORRY about your score on this paper. I will use it to determine which book to use.

Change to fractions
(1) 50%  (2) 8%  (3) 83\%\frac{1}{3}

Change to decimals
(4) 15%  (5) 3%  (6) 6.4%

Change to per cents
(7) \frac{3}{4}  (8) \frac{2}{5}  (9) .27  (10) .095

Solve the following problems
(11) ____ is 17% of 229  (12) \frac{1}{37\frac{1}{2}} \text{ of } 48 \text{ is } ____

(13) 4 is ____% of 20  (14) What per cent of 4 is .20

(15) 21 is 30% of ____  (16) 150% of ____ is 30
1. In roasting beef, allow $\frac{5}{12}$ hour for each pound. How long should a $5\frac{5}{8}$ pound roast be cooked?

2. A recipe calls for $2\frac{1}{2}$ cups of sugar. If only $\frac{2}{3}$ of the recipe is to be used, how much sugar is needed?

3. A ribbon was $18\frac{3}{4}$ yards long. Seven pieces each $1\frac{1}{3}$ yards long were cut off. How much ribbon was left?

4. A man spends $\frac{1}{3}$ of his pay for rent, $\frac{1}{3}$ for food, $\frac{1}{6}$ for clothing, and $\frac{1}{4}$ for his car. The rest he saves; what fractional part does he save?

5. If a package weighs 13.2 ounces, find the weight of $\frac{3}{4}$ of these packages. Leave the answer in ounces.

6. A salesman received $18.23$ for automobile expenses from his company. If he is paid $.075$ for each mile, find how many miles he drove.

7. How much money will be received from the sale of a box containing 51 pounds of corn if the corn sells at 3 pounds for $.75$?

8. If 6 dozen pencils cost $2.16$, what will one pencil cost?

9. The weather bureau reported that the rainfall for the first 7 months was 30.93 inches. During the five times it rained in August, 1.02, 2, 1.6, .58, and .4 inches of rain fell. What was the total rainfall at the end of the 8 months?
PLACEMENT EXAMINATION FOR PROGRAMMED MATH FOR ADULTS

3 + 2 = _____   5 + 3 = _____

1,243
32
+ 303
+ 6

672
- 640

2,483
x 34

3/4 x 6 11

1/2 ÷ 2 =

1 5/8 + 6 1/8 =

3/4 ÷ 5/12 =

8.78 x .2 x .01

27 in. = _____ ft. _____ in.

1 1/3 yd. = _____ ft.
There are ___________ square inches in 1 square foot.

1 cup = ___________ fluid ounces.

Write with a dollar sign:

8 quarter = ___________ dollars  

9¢ = ___________

3 cans of juice cost 86¢. If you want to buy just 1 can, how much will you have to pay? ____________¢

1 pt. = ___________ fl. oz.

15% of $150.00 is ____________.

Jack's salary is $400.00 a month. His monthly rent is $100.00. What percent of his salary does he pay for rent?

I have borrowed $250.00 from a bank. At the end of one year, I must pay back all the money plus 6% interest.

The interest will be $__________.

I will pay back a total of $__________.

What is a student's average in arithmetic if he receives the following marks: 87, 94, 72, 65, 81, 100, 75, and 90?

What was the average daily temperature for a week in a western city if the temperatures were as follows: Monday, 58°; Tuesday, 62°; Wednesday, 59°; Thursday, 56°; Friday, 53°; Saturday, 57°; and Sunday, 61°.

1. Write the following Roman numbers as Arabic numbers:

(a)  
(b)  
(c)  
(d)  

II  
IX  
CXII  
MDCLXVI

2. Write the following Arabic numbers as Roman numbers:

(a)  7
(b)  63
(c)  386
This Appendix contains partial lists of reading placement surveys and of test publishers. These publishers can also supply mathematics surveys.

Many centers are using an excellent mathematics diagnostic test developed by Mr. Robert Ahnholz of Central City Occupational Center. For additional information, please call Mr. Ahnholz at 748-6511.
## INFORMAL READING PLACEMENT SURVEYS

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>PUBLISHER</th>
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<tr>
<td>BOTEL READING INVENTORY</td>
<td>Follett Publishing Company</td>
</tr>
<tr>
<td>EDL WORD GUES TEST</td>
<td>Educational Developmental Laboratories</td>
</tr>
<tr>
<td>GRADED SELECTIONS FOR INFORMAL READING DIAGNOSIS</td>
<td>New York University Press</td>
</tr>
<tr>
<td>GRAY ORAL READING</td>
<td>Bobbs-Merrill Company</td>
</tr>
<tr>
<td>INSTANT WORDS</td>
<td>Learning Through Seeing Company</td>
</tr>
<tr>
<td>JASTAK WIDE RANGE ACHIEVEMENT TEST</td>
<td>Psychological Corporation</td>
</tr>
<tr>
<td>JOB CORPS SCREENING TEST</td>
<td>Job Corps – U.S. Government Printing Office</td>
</tr>
<tr>
<td>JOB CORPS UPPER LEVEL PLACEMENT</td>
<td>Learning Through Seeing Company</td>
</tr>
<tr>
<td>JOB CORPS LOWER LEVEL PLACEMENT</td>
<td>Science Research Associates</td>
</tr>
<tr>
<td>ORAL READING PARAGRAPHS</td>
<td>Slosson Educational Publications</td>
</tr>
<tr>
<td>SAN DIEGO WORD LIST</td>
<td>Pioneer Printing Company</td>
</tr>
<tr>
<td>SLOSSON ORAL READING TEST (SORT)</td>
<td></td>
</tr>
<tr>
<td>STANDARD READING INVENTORY</td>
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</tbody>
</table>
TEST PUBLISHERS

AMERICAN GUIDANCE SERVICE, INC.
720 Washington Ave., S.E.
Minneapolis, Minn. 55414

BETTER READING PROGRAM
230 E. Ohio St.
Chicago, Ill. 60611

THE BOBBS-MERRILL COMPANY, INC.
4300 W. 62nd St.
Indianapolis, Ind. 46268

BUREAU OF EDUCATIONAL MEASUREMENTS
Kansas State Teachers College
Emporia, Kan. 66802

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE
Extension Division
State University of Iowa
Iowa City, Iowa 52242

CALIFORNIA TEST BUREAU McGRAW-HILL
Del Monte Research Park
Monterey, Calif. 93940

CENTER FOR PSYCHOLOGICAL SERVICE
Columbia Medical Bldg.
1835 L St., N.W.
Suite 419
Washington, D.C. 20006

COMMITTEE ON DIAGNOSTIC READING TESTS
Mountain Home, N.C. 28758

CONSULTING PSYCHOLOGISTS PRESS
577 College Ave.
Palo Alto, Calif. 94306

EDUCATIONAL AND INDUSTRIAL TESTING SERVICE
P.O. Box 7234
San Diego, Calif. 92107

EDUCATIONAL DEVELOPMENTAL LABORATORIES, INC. (EDL)
75 Prospect St.
Huntington, N.Y. 11744

EDUCATIONAL TESTING SERVICE
Princeton, N.J. 08540

ESSAY PRESS
Box 5
Planetarium Station
New York, N.Y. 10024

FOLLETT PUBLISHING COMPANY
1010 Washington Blvd.
Chicago, Ill. 60607

GINN AND CO.
205 W. Wacker Dr.
Chicago, Ill. 60606

GUIDANCE TESTING ASSOCIATES
6516 Shirley Ave.
Austin, Texas 78752

C.S. HAMMOND AND CO.
515 Valley St.
Maplewood, N.J. 07040

HARCOURT BRACE JOVANOVICH, INC.
757 3rd Ave.
New York, N.Y. 10017
or
Polk and Geary Sts.
San Francisco, Calif. 94109

HOUGHTON-MIFFLIN COMPANY
2 Park St.
Boston, Mass. 02107
or
777 California Ave.
Palo Alto, Calif. 94304

INSTITUTE FOR PERSONALITY AND ABILITY TESTING
16024 Coronado Dr.
Champaign, Ill. 61822

JOB CORPS
U.S. Department of Labor
1111 18th St., N.W.
Washington, D.C. 20036

LEARNING THROUGH SEEING CO.
8138 Foothill Blvd.
Sunland, Calif. 91040

LYONS AND CARNAHAN, INC.
407 E. 25th St.
Chicago, Ill. 60616
MILLS CENTER
1512 E. Broward Blvd.
Fort Lauderdale, Fla. 33301

C.H. NEVINS PRINTING COMPANY
611 Bryn Mawr Blvd.
Bayshore Gardens
Bradenton, Fla. 33506

NEW YORK UNIVERSITY PRESS
New York, N.Y.

O’CONNOR READING CLINIC
PUBLISHING COMPANY
1040 E. Maple Rd.
Birmingham, Mich. 48011

OHIO TESTING SERVICES
State Dept. of Education
751 NorthWest Blvd.
Columbus, Ohio 43212

PERSONNEL PRESS, INC.
20 Nassau St.
Princeton, N.J. 08540

PHONOVISUAL PRODUCTS, INC.
P.O. Box 5625
Friendship Station
Washington, D.C. 20016

PIONEER PRINTING COMPANY
Bellingham, Wash.

THE PSYCHOLOGICAL CORP.
304 E. 45th St.
New York, N.Y. 10017

PSYCHOLOGICAL TEST SPECIALISTS
Box 1441
Missoula, Mont. 59801

PSYCHOMETRIC AFFILIATES
Box 1625
Chicago, Ill. 60690

READING AND STUDY SKILLS CENTER, INC.
15 Washington Pl.
New York, N.Y. 10003

SCHOLASTIC TESTING SERVICE, INC.
180 Meyer Rd.
Bensenville, Ill. 60106

SCIENCE RESEARCH ASSOCIATES
259 E. Erie St.
Chicago, Ill. 60611

SLOSSON EDUCATIONAL PUBLICATIONS
140 Pine St.
East Aurora, N.Y. 14052

STATE HIGH SCHOOL TESTING SERVICE FOR INDIANA
Purdue University
Lafayette, Ind. 47907

STECK COMPANY
Austin, Tex. 78767

C.H. STOEELTING COMPANY
124 N. Homan Ave.
Chicago, Ill. 60624

TEACHERS COLLEGE PRESS
Teachers College
Columbia University
525 W. 120th St.
New York, N.Y. 10027

CHARLES C. THOMAS
301-327 E. Lawrence Ave.
Springfield, Ill. 62703

UNIVERSITY OF MINNESOTA PRESS
2037 University Ave., S.E.
Minneapolis, Minn. 55414

WESTERN PSYCHOLOGICAL SERVICE
12031 Wilshire Blvd.
Los Angeles, Calif. 90025
Suggestions provided in this Appendix are based on the budget experience of many staff members assigned to individualized adult learning centers. A student whose basic skills are below the tenth-grade reading level will have difficulty if he takes a course in Government, Advanced Grammar, or Anatomy and Physiology. Therefore, in establishing a learning center, the teacher should give high priority to the purchase of materials applicable to Reading Improvement, Basic Mathematics, Spelling Improvement and Vocabulary Development, and preparation for the General Education Development Test. If student needs do not require enrollment in basic courses, staff members should consider purchase of materials listed in Appendix A.

Ordering of materials that can be used for instruction in several subject areas should have priority. Since the acquisition of filmstrips and tapes requires the use of equipment, it is not wise to purchase such resources initially. As the program develops and additional funds become available, however, selection of equipment and materials for new courses may be considered in order to expand and strengthen the services provided at the center.

Only approximate prices are listed on the following pages. Although the prices will be helpful in determining the cost of initiating a program, current publishers' catalogs should be consulted to determine present costs. It is desirable to have more than one instructional resource in each subject area so that a student may have alternatives.
A GOOD READING PROGRAM

PROVIDES

- systematic instruction in the basic reading skills
- growth in many phases of reading
- adjustment of reading materials and methods to meet individual needs, interests, and motives

DEVELOPS SKILLS IN

- reading between the lines
- identifying main ideas
- recognizing cause and effect
- reading for details
- organizing ideas
- making inferences
- outlining
- studying
- following sequence

READING FOR INFORMATION

- to solve a problem
- to make a group contribution
- to develop an interest

AIMS

- to increase vocabulary
- to reteach forgotten skills
- to improve spelling and word recognition
- to eliminate ineffective habits
- to eliminate poor attitudes
# READING ADVANCEMENT RECORD SHEET

**READING STEP:**

**Name**

**OBJECTIVES OF READING COMPREHENSION PROGRAM:**

To advance to Reading Step 9, a student should be in Step 9 before beginning work in the GED Program.

1. Fourteen (14) reading selections must be completed at each step with a score of 80% or higher. (This score covers the reading comprehension questions)
2. Get the Reading Selection Sheet for your step, and then choose a selection that interests you. Record it below by writing the name of the story, the reading kit or book to which it belongs, and your percent score. For example, if you picked a selection from the SRA IIIA kit, the blue section, No. 5, and it was called "The Flying Saucers," you would list it like this:
   
   The Flying Saucers  SRA IIIA Blue/5  90%

3. READ YOUR SELECTION. Then study the questions that follow it and answer them on a separate piece of paper. DO NOT WRITE IN ANY OF THE BOOKS OR IN THE READING SELECTIONS SINCE THEY ARE USED OVER AGAIN BY OTHER STUDENTS. You can and should look back at the reading selection to find the answers to the comprehension questions.

4. Get the answer key and correct your own paper. Write your percent score in the column below.

5. After your FIFTH READING SELECTION, bring it to your teacher and let her correct it. Bring your record sheet with you so she may check your progress.

6. If you score under 80% on any reading selection, read another for make up.

7. AFTER YOU FINISH 14 SELECTIONS WITH 80% OR HIGHER, BRING THIS RECORD SHEET TO YOUR TEACHER AND TAKE A SAC TEST. (Step Advancement Check) If you score 80% or higher on your SAC test, you then move up to the next reading step. Get another Reading Advancement Record Sheet, and you're on your way up!

**IMPORTANT** DO NOT KEEP READING SELECTIONS OR BOOKS IN YOUR FOLDER, AND DO NOT TAKE THEM HOME. THESE MATERIALS ARE USED BY ALL OF OUR STUDENTS THROUGHOUT THE DAY.

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<tr>
<th>Reading Selection</th>
<th>Reading Kit or Book</th>
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<td>Oral Reading</td>
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STEP ONE

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP ONE. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM, YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

AUD-X AA
Word study and comprehension skills with filmstrip and cassette. Coordinated story and word study lessons.

AUD-X Study Guide AA
To be used with Aud-X story and word study. Self instructional

WRB AA
Word Recognition Book with Flash-X - to increase word recognition time - use of context clues to predict word meaning.

Flash-X
Hand tachistoscope with word discs - used with Word Recognition Book. Timed exposure of word - teaches concentration and builds speed and accuracy in reading.

CR - AA
Controlled Reader Jr. with filmstrips - read story on filmstrip and answer comprehension questions - develops visual coordination.

CO Books AA
Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/Flash-X, and Controlled Reader.

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE. COMPLETE ONE CYCLE (a lesson with the Aud-X, WRB with Flash-X disc, Controlled Reader, and CO book) - then do independent graded reading from the selections listed below. BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X AA, and have read at least seven reading selections (with a comprehension score of 80% or more), you will take STEP ADVANCEMENT CHECK 1 which will advance you into the next reading level.

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STEP ONE GRADED READING SELECTIONS

RAS-I
Reading Attainment System - any selection from red, orange, or brown.

SRA IIA
Reading Kit Olive - 2, 7, 9

RD A
Reading Development Kit A - any selection from "100" series.

SRA-B
We Are Black reading kit - try from #1 - 5

SRA Spelling
Kit IIB Use selected lessons to reinforce Aud-X word study lessons.

REMIND YOUR INSTRUCTOR TO CHECK YOUR ORAL READING AT LEAST ONCE A WEEK. SHARE THE RESPONSIBILITY OF REMEMBERING.
READING LEVEL TWO

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP TWO. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM. YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

AUD-X BA Word study and comprehension skills with filmstrips and cassette. Coordinated story and word study lessons.

Aud-X Study Guide BA To be used with Aud-X story and word study. Self instructional.

WRB BA Word Recognition Books with Flash-X - to increase word recognition time - use of context clues to predict word meaning.

Flash-X Hand tachistoscope with word discs - used with Work Recognition Book. Timed exposure of word - teaches concentration and builds speed and accuracy in reading.

CR-BA Controlled Reader Jr. with filmstrips - read story on filmstrip and answer comprehension questions - develops visual coordination.

GO Book BA Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/Flash-X, and CR

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE. COMPLETE ONE CYCLE (a lesson with Aud-X, WRB with Flash-X disc, Controlled Reader, and GO Book) - then do independent reading from the selections listed below. BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X BA and have read at least seven reading selections (with a comprehension score of 80% or more), you will take a STEP ADVANCEMENT CHECK 2 which will advance you into the next reading level.

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STEP TWO GRADED READING SELECTIONS

HAS-1 Reading Attainment System - any selection from blue, green or purple.

SRA IIA Reading Kit Blue - 1, 2, 3, 4, 5

SRA-B We Are Black reading kit - any selection from 1 - 10.

RD-A Reading Development Kit A - any selection from "200" series.

SRA IIB Spelling Kit - Use selected lessons to reinforce Aud-X word study lessons.

RFU Junior - Rose section - 1, 2, 3

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REMEMBER YOUR INSTRUCTOR TO CHECK YOUR ORAL READING AT LEAST ONCE A WEEK. SHARE THE RESPONSIBILITY OF REMEMBERING.

Paramedical Occupational Center

Jean Kardon, Instructor
READING LEVEL THREE

STEP THREE

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP THREE. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM. YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

AUD-X CA  Word study and comprehension skills with filmstrips and cassette. Coordinated story and word study lessons.

Aud-X Study Guide CA  To be used with Aud-X story and word study. Self-instructional

WRB-CA  Word Recognition Books with Flash-X - to increase word recognition time - use of context clues to predict word meaning.

Flash-X  Hand tachistoscope with word discs - used with Word Recognition Book. Timed exposures of word-teaches concentration and builds speed and accuracy in reading.

CR-CA  Controlled Reader Jr. with filmstrips - read story on filmstrips and answer comprehension questions - develops visual coordination.

GO Book CA  Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/Flash-X, and CR

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE, COMPLETE ONE CYCLE (a lesson with Aud-X, WRB with Flash-X disc, Controlled Reader (CR), and GO Book) - then do independent reading from the selections listed below.

BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X CA and have read at least seven reading selections (with a comprehension score of 80% or more), you will take a STEP ADVANCEMENT CHECK 3 which will advance you into the next reading level.

STEP THREE  GRADED READING SELECTIONS

SRA IIA Reading Kit  Green: #5, 11;  Red: #10;  Tan: #2;  Gold: #5, 12;  Aqua: #1

SRA IIIA Reading Kit  Olive: 1, 2, 4, 5, 9, 14, 15;  Blue: #9

SRA-B We Are Black kit - any selection from 1 - 15

RD-A Reading Development Kit A - Any from "300" series

SSK C, CCC Study Skills Library - any selection from kit C-Science or Kit CCC-Reference

SRA Spelling Lab IIB-IIC Use selected lessons to reinforce Aud-X word study lessons.
STEP FOUR

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X) Lesson box DEFA - filmstrip projector with audio-cassette. Word attack review
(CR-DA) Controlled Reader Jr. - filmstrips with Study Guide - any selection
(GO Book DA) Any selection
(WRB-DA) Word Recognition Book with Flash-X word discs DA - any selection
(Listen-UA) Speeded listening - cassette with lesson book - Start with lesson one.
(R-1) Reading Attainment System - any selection
(D-1) Dimensions in Reading 1: #0 - #175
(D-2) Dimensions in Reading 2: #0 - #50 - Manpower Kit
(SRA-B) We Are Black kit - any selection
(M-1) Modern Reading Book One: pages 10, 16, 26, 28, 30, 33, 36, 68, 75
(M-2) Modern Reading Book Two: pages 2, 10, 26, 29, 47, 40, 43, 49, 52, 54, 74, 79, 96, 99, 102, 109
(M-3) Modern Reading Book Three: pages 2, 5, 40, 43, 46, 52, 55, 70, 98, 102
(RD-A) Reading Development Kit A - any selection
(RD-B) Reading Development Kit B - any selection from "400" series
(SRA IIA) Green: 5, 11; Red: 10; Tan: 2, 5; Gold: 5, 12; Aqua: 1, 3, 10; Purple: 2, 12; Silver: 7; Rose: 6, 12; Blue: 7
(SRA IIIA) Olive: 1, 2, 3, 4, 5, 7, 10, 12, 14, 15; Orange: 5, 8, 11, 14; Blue: 1, 4, 6, 13; Brown: 1, 2, 10, 12, 13; Green: 7, 11; Red: 1, 7, 13; Tan: 12, 13, 15
(SRA IIIB) Blue section - any selection
(Why Work) any selection - especially 3, 5, 13, 17, 20 - with tapes
(RFU-1) Reading for Understanding - take placement test
(BRP) Building Reading Power - any selection
(Wordcraft) Any lesson - tapes/filmstrips/puzzle
(Listen/Read) cassette tapes with lesson books - any selection
(SSK-D-DDD) Study Skills Library - any selection from Science D; Reference DDD
(Cons. Ed) Consumer Education - any selection - tapes and filmstrips

ENJOY YOUR READING PROGRAM..........CHOOSE A SELECTION YOU WANT TO READ.
THE MORE YOU READ
THE BETTER YOUR READING COMPREHENSION.........
THE MORE YOU WILL WANT TO READ....................

PLEASE....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.
WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES AND EQUIPMENT. Please do not take any materials home or place them in your folder...they are used by other classes.
STEP FIVE

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X) Lesson box DEF A - filmstrip projector with audio-cassette
Word attack review
(CR-EA) Controlled Reader Jr. - filmstrips with Study Guide - any selection
(GO Book EA) Any selection
(WRB EA) Word Recognition Book with Flash-X word discs EA - any selection
(Listen DA) Any selection
(Listen/Read) Any selection for both sets
(D or EA) Reading Attainment System - any selection from wine, olive, orange
(R-2) Dimensions in Reading I: #175 - #220
(D-1) Dimensions in Reading II #50 - #100 (Manpower Kit)
(SRA-B) We Are Black Kit - any selection
(Springboards) Any selection
(M-1) Modern Reading - Book One - pages: 6, 14, 18, 23, 48, 56, 62, 78 82, 85, 90, 98, 112, 115
(M-2) Modern Reading - Book Two - pages: 18, 23, 34, 63, 85, 93, 20, 106
(M-3) Modern Reading - Book Three - pages: 8, 14, 18, 21, 24, 27, 30, 34, 37, 48, 76, 79, 105, 108, 110, 113
(BRP) Building Reading Power - any selection
(WC) Wordcraft f - tapes, filmstrips, puzzle - any selection
(SRA IIIA) Rose: 2, 5, 8, 10; Green: 7; Red: 8; Tan: 3; Gold: 7; 8, 9; Aqua: 4; Silver: 3, 9, 10; Purple: 1, 4, 6, 11
(SRA IIIA) Olive: 2, 11, 13; Blue: 2, 5, 7, 8, 9, 10, 12, 14, 15;
Brown: 4, 6, 7; Green: 5, 6, 8, 9, 13, 14; Red: 5, 9, 13
Tan: 2, 3, 4, 8, 12, 14; Gold: 5, 8, 9, 13, 15; Aqua: 8; Silver: 10
(SRA IIIIB) Blue section - any selection
(Why Work) - any selection - particularly 3, 5, 13, 17, 20 - with tapes
(RD-B) Reading Development Kit - any selection from the "500" series
(RFU) Reading for Understanding - take placement test
(SSK) Study Skills Library - E-Science; EEE: Reference - any selection
(Mod. Cons. ED) Modern Consumer Education Kit - any selection
(Listen/Think) Speeded Listening - start with lesson One and follow in sequence.

E)
ENJOY YOUR READING PROGRAM.................CHOOSE A SELECTION YOU WANT TO READ
THE MORE YOU READ, ........................
THE BETTER YOUR READING COMPREHENSION..............
THE MORE YOU WILL WANT TO READ....................

PLEASE....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE * DO NOT WRITE IN ANY OF THE LESSON BOOKS * EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES AND EQUIPMENT. PLEASE DO NOT TAKE ANY MATERIALS HOME OR PLACE THEM IN YOUR FOLDER....THEY ARE USED BY OTHER CLASSES.
READING LEVEL SIX

STEP SIX

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X) Lesson Box-DEPA - filmstrip projector with audio-cassette
Word Attack Review

(CR-FA) Controlled Reader Jr. - filmstrips with Study Guide - any selection

(GO Book FA) Any Selection

(WRB FA) Word Recognition Book with Flash-X Word Discs FA - any selection

(Listen/Read) any selection

(EA) any selection

(Listen/Write) any selection

(E or FA) Sppeeded listening - begin with lesson one and follow in sequence.

(R-2) Reading Attainment System - any selection from Green, Turquoise and purple

(D-1) Dimensions in Reading - 1 - #220 - 250

(D-2) Dimensions in Reading - 2 - #100 - 150 (Manpower Series)

(M-1) Modern Reading - Book One: Pages 40, 42, 59, 70, 72, 106

(M-2) Modern Reading - Book two: Pages 66, 69

(M-3) Modern Reading - Book Three: Pages 73, 82, 92, 116

(BRP) Building Reading Power - any selection

(Springboards) Any selection

(SRA II A) Rose: 4, 7, 9; Red: 10; Gold: 1, 3; Purple: 8; Silver: 1, 11

(SRA IIIA) Brown: any selection; Blue: 5; Green: 3, 6, 10, 13; Red: 2, 3, 5, 8, 9, 11, 12, 14, 15; Tan: 1, 5, 10, 11; Gold: 2, 6, 11, 13; Aqua: 1, 2, 3, 5, 7, 11, 12

(SRA III B) Brown section - any selection: Green: 4, 10; Tan: 5; Aqua: 11; Purple: 3

(RDB) Reading Development Kit - B - any selection from "600" series

(RFU) Reading for Understanding - take placement test

(Wordskrift) Lessonbook - vocabulary - tape, filmstrips, puzzle - any selection

(SSK) Study Skills Library: F-Science; FF-Social Studies; FFF-Reference any selection from these kits.

(Mod. Cons.Ed.) Modern Consumer Education - any selection - filmstrips and tapes

ENJOY YOUR READING PROGRAM...........CHOOSE A SELECTION THAT YOU WANT TO READ

THE MORE YOU READ..........................THE BETTER YOUR READING COMPREHENSION.................THE MORE YOU WILL WANT TO READ..........................

PLEASE.....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTION TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES AND EQUIPMENT. Please do not take any materials home or place them in your folder.....they are used by other classes.
BUDGET PRIORITIES

READING LEVEL SEVEN

STEP SEVEN

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X) Lesson Box DEFA - filmstrip projector with audio cassette. Work Attack Review


 (%GA) Word Clues Book - Vocabulary - take placement test to determine starting level - used with Flash-X Word Discs corresponding to book.

(WCB) (Listen/Read) GHI-I tapes with lesson book - any selection

(Listen/Think)  For G

(M-1) Modern Reading - Book One - Pages 12, 20, 24, 38, 50, 52, 66, 80, 96, 118

(M-2) Modern Reading - Book Two - Pages 16, 32, 52, 60, 82, 88, 118

(M-3) Modern Reading - Book Three - Pages 16, 32, 50, 64, 68, 81, 100, 118

(SSK) Study Skills Library - Science-G; Social Studies GG; Reference-GGG Purple: 4; Silver: 4

(GA III) Green section: any selection; Brown: 4; Red: 1, 5, 11, 12; Tan: 3, 8, 11; Gold: 1, 3, 4, 5, 6, 8, 11, 12; Aqua: 4, 6, 9, 15, Purple: 1, 4, 11, 13, 15

(SRA IIIA) Any from Green section; Gold: 4, 9; Aqua: 1, 2, 4, 15; Purple: 4, 11

(SRA IIIB) Reading Development Kit B any from "600" series.

(RD-B) Reading Development Kit C - any selection from "700" series.

(RFU) Reading for Understanding - take placement test for starting level.

(BRP) Building Reading Power - any selection

(Mod.Cons.Ed.) Modern Consumer Education - any selection - tapes/filmstrips

(Springboards) Any selection

ENJOY YOUR READING PROGRAM..................CHOOSE A SELECTION YOU WANT TO READ THE MORE YOU READ.................................THE BETTER YOUR READING COMPREHENSION...............................THE MORE YOU WILL WANT TO READ.................................

PLEASE.....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES, AND EQUIPMENT. Please do not take any materials from the room - do not put them in your folder - they are used by otherasses.

* - Future Order
READING LEVEL EIGHT

STEP EIGHT

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X) Lesson Box DEFA - filmstrip projector with audio cassette.
Word Attack Review


(WCB) Word Clues Books - Vocabulary - take placement test to determine starting level - used with corresponding Flash-X Word Discs.

(Listen/Read) tapes with lesson book - any selections

(Listen/Think Speeded listening.
E,F,G,H) any of these tapes with lesson books - start with lesson one

(D-1) Dimensions in Reading I - #275 - 300

(D-2) Dimensions in Reading II - #200 - 250 (Manpower Series)

(SRA IIIA) Green: any selection; Red: any selection; Tan: 5; Gold: 7, 14, 15
Aqua: 6, 8, 13; Purple: 12

(SRA IIIB) Green: any selection; Red: any selection; Gold: 15, 16
Purple: 5, 7, 12

(SSK) Study Skills Library - any selection from G, GG, GGG; H, HH, HHH

(RD-C) Reading Development Kit - any selection from "700" or "800" series

(RFU) Reading for Understanding - take placement test to determine starting level.

(SRA IVA) Try one or two selections from the orange section before taking SAC 8

* future order

ENJOY YOUR READING PROGRAM...............CHOOSE A SELECTION YOU WANT TO READ.
THE MORE YOU READ...........................
THE BETTER YOUR READING COMPREHENSION...........................
THE MORE YOU WILL WANT TO READ...........................

PLEASE........ASK FOR ASSISTANCE IN OPERATING CASSETTE RECODERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES, AND EQUIPMENT. Please do not take any materials home or place them in your folder....they must be used by other classes.
READING LEVEL NINE

STEP NINE

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS AND BOOKS AS POSSIBLE. RECORD YOUR SELECTIONS AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X) Lesson Box DEFA - filmstrip projector with audio cassette.
Work Attack Review.

Word Clues Book - vocabulary - take placement test to determine starting level - used with corresponding Flash-X Word Discs

(Listen/Read) GHI-1,2 Tapes with lesson books - any selection
JKL

(Listen/Think) F, G, H Speeded listening - any of these lesson books - start with lesson one and follow in sequence.

(D-2) Dimensions in Reading II - Manpower series #250 - 300
(SSK) Study Skills Library - any selection from H, HH, HHH, I, II, III

(SRA IIIA) any selection from Red, Tan, Gold, Aqua, Purple
(SRA IIIB) any selection from Red, Tan, Gold, Aqua, Purple
(SRA IVA) any selection from Orange or Olive sections.

(RFU) Reading for Understanding- take placement test for starting level.

(SRA Books) SRA Better Reading Books One and Two - any selections

ENJOY YOUR READING PROGRAM..................CHOOSE A SELECTION YOU WANT TO READ.
THE MORE YOU READ.........................
THE BETTER YOUR READING COMPREHENSION..................
THE MORE YOU WILL WANT TO READ......................

PLEASE........ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERs AND CONTROLLED READERS, AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES, AND EQUIPMENT. Please do not take any materials home or place them in your folder...they must be shared with the other classes.
ADVANCED READING

YOU MAY WORK IN ANY OF THE MATERIALS LISTED BELOW, AND IF YOU DID NOT WORK IN READING LEVEL NINE, YOU MAY READ ANY SELECTIONS FROM THAT READING LEVEL ALSO.

(Aud-X) Lesson Box DEFA - filmstrip projector with audio cassette.
(CR-MN) Word Attack Review
(WCB) Controlled Reader Jr. with Study Guide - any selection
(Listen/Read) Word Clues Book - take placement test to determine starting level - Vocabulary - used with corresponding Flash-X Word Discs.
(Listen/Think) Any selection from these tapes (also GHI-2 tapes)
(RFU) Any selection - Speeded listening - start with lesson one and follow in sequence.
(RD-C) Reading for Understanding - take placement test to determine starting level.
(SSK) Reading Development Kit C - any selection from "900" or "1000" series.
*(SRA IVA) Study Skills Library - any selection from H, HH, HHH, I, II, III
*(SK & SC) Any selection from Tan, Blue, Aqua or Purple sections
*(Flash-X) Skimmer and Scanner - Advanced Readers only.
*(Tach-X) Tachistoscope training DEF - see instructor
*(SRA Books) Hand Tachistoscope - set X-9
*(SRA Books) SRA How to Become a Better Reader - any selection
*(SRA Books) SRA Better Reading Books - one and two

*To advance from one color group to the next in the SRA IVA KIT, a student must read seven selections with comprehension 80% or above...then take a IVA SAC test. If he gets 80% or higher on the SAC test, he can move up to the next color level.
## ENGLISH

<table>
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<tr>
<th>Type</th>
<th>Publisher</th>
<th>Title and Description</th>
<th>Price</th>
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| Duplicating Masters  | Continental | Dictionary Skills  
|                      |           | Good Usage  
|                      |           | Mastering Parts of Speech  
|                      |           | Mastering the Sentence  
|                      |           | Punctuation and Capitalization | $3.50 ea. |
| Filmstrips           | Continental | Language Skills and Tests  
|                      |           | Letter Writing Skills and Tests  
|                      |           | Reference Skills and Tests  
|                      |           | Progamed filmstrips/pre- and post-test | $265.00  
|                      |           | Letter Writing Skills and Tests  | $24.50   |
|                      |           | Reference Skills and Tests  | $115.50  |
| Kits                 | EDL       | Listen and Write FA  
|                      |           | Reading levels 4-6  
|                      |           | Cassette tapes/workbook  
|                      |           | Self-instructional  
|                      |           | Study Skills Library  
|                      |           | Reference  
|                      |           | Reading levels 3-9  | $107.00 |
| Kit                  | Foilett   | Individualized English, Set J,H  
|                      |           | Reading levels 6-9  
|                      |           | Progamed lesson cards | $80.00   |
| Texts                | Harcourt  | English 2200  
|                      |           | English 2600  
|                      |           | English 3200  
|                      |           | Progamed texts | $3.80 ea. |

## READING IMPROVEMENT*

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<th>Type</th>
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| Books                | Coronet   | Your Study Skills  
|                      |           | Programed  
|                      |           | How to Improve Your Reading  
|                      |           | Programed  | $1.50 ea. |
| Books (soft cover)   | EDL       | Controlled Reader Study Guides  
|                      |           | Self-instructional; can be used with or without filmstrips  
|                      |           | All reading levels | $2.25 ea. |
| Books (soft cover)   | Steck-Vaughn | Activities for Reading Improvement, 1, 2, 3  
|                      |           | Not programed  | $2.00 ea. |

*A reading placement test should be given to each student using the center. It is important that the student be placed at the appropriate instructional level prior to selection of study materials.*
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<tr>
<td>Duplicating Masters</td>
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<td>Reading Attainment System, 1 and 2</td>
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<td>Merrill</td>
<td>Building Reading Power</td>
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**VOCABULARY DEVELOPMENT AND SPELLING IMPROVEMENT**

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<td>Self-instructional</td>
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<td>Available with record or filmstrips</td>
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<td>Books</td>
<td>Coronet</td>
<td><em>Figures of Speech</em></td>
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<td><em>Programed</em></td>
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<td><em>Vocabulary Growth: Divide and Conquer</em></td>
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<td><em>Word Clues</em></td>
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<td><em>Word Recognition Books</em></td>
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<td>Books</td>
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<td><em>All reading levels</em></td>
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<td>Books</td>
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<td><em>Also available with Flash-X Word Discs</em></td>
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<td>Book</td>
<td>McGraw</td>
<td><em>Spelling Improvement</em></td>
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<td><em>Spelling Laboratory III-A</em></td>
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<td>Kits</td>
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<td><em>Vocabulab III</em></td>
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**GENERAL EDUCATION DEVELOPMENT (G.E.D.)**  
(Preparation for the High School Equivalency Examination)

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<td>Booklets</td>
<td>Job Corps</td>
<td><em>AGEP Spelling Booklets</em></td>
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<td>Books</td>
<td>Cowles</td>
<td><em>Correctness and Effectiveness of Expression</em></td>
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<td>Books</td>
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<td><em>Self-instructional</em></td>
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<tr>
<td>Books</td>
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<td><em>Reading Comprehension in Literature</em></td>
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<td>Books</td>
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<td><em>Reading Comprehension in Natural Science</em></td>
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<td>Books</td>
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<td><em>Reading Comprehension in Social Science</em></td>
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<td>Type</td>
<td>Publisher</td>
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<td>Booklets</td>
<td>Job Corps</td>
<td>AGEP Booklets&lt;br&gt;124 Booklets&lt;br&gt;covering English, Literature, Social Science, and Mathematics&lt;br&gt;Programed/pre- and post-tests</td>
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<td>Kit</td>
<td>General</td>
<td>General Education Curriculum&lt;br&gt;Programed</td>
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### MATHEMATICS

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<td>Skills Development Book&lt;br&gt;Diagnostic program of computational skills&lt;br&gt;Self-instructional</td>
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<td>Book</td>
<td>Stein</td>
<td>Refresher Mathematics</td>
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<td>Kit</td>
<td>BRL</td>
<td>Sullivan Mathematics</td>
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<td>Kit</td>
<td>McCormick-Mathers</td>
<td>Mathematics Laboratories&lt;br&gt;Grades 3-6&lt;br&gt;Programed exercises</td>
<td>$170.00</td>
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<td>Kit</td>
<td>Webster-McGraw</td>
<td>Bucknell Programed Mathematics&lt;br&gt;Decimals and Per Cent&lt;br&gt;Books I and II&lt;br&gt;Fractions, Books I, II, III</td>
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<td>Liquid Duplicating</td>
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<td>$3.50 ea.</td>
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<td>Masters</td>
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<td>Delmar</td>
<td><em>Business Mathematics</em> (Problems)</td>
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<td><em>Shop Math 1 and 2</em> (Problems)</td>
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**BASIC EDUCATION**

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<td>Kits</td>
<td>Addison-Wesley</td>
<td><em>Reading Development Kits A, B, C</em> Reading levels 1.0-10 Topics of activity cards are health, law, safety, science and work</td>
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<td>Books</td>
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<td><em>Mott Basic Language Skills, Series 300 A, B</em> Beginning readers; readability level 3-9 Emphasis on spelling, writing and phonics Also available as semi-programed materials</td>
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<td><em>Mott Basic Language Skills, Series 600 A, B</em> Readability range 4-6 Review of skills in 300 series; teaches dictionary skills, structural analysis, synonyms, homonyms, comprehension skills Also available as semi-programed materials</td>
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<td><em>Mott Basic Language Skills, Series 900 A, B</em> Review of skills in 600 series; development of dictionary skills and other skills introduced at reading level 7-9 Also available as semi-programed materials</td>
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<td>Booklets</td>
<td>American</td>
<td><em>Your English Skills</em>&lt;br&gt;Reading level 7&lt;br&gt;Comprehension skills: understanding facts, words, finding the main idea, organizing information, etc.</td>
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<td>Books</td>
<td>McGraw-Hill</td>
<td>Buchanan-Sullivan Associates:&lt;br&gt;<em>Programed Reading for Adults</em>&lt;br&gt;Books 1-14</td>
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<td>Books</td>
<td>Ann Arbor</td>
<td><em>Michigan Language Program</em>&lt;br&gt;Series of programed books&lt;br&gt;Language arts curriculum designed to teach reading, writing, listening and speaking skills to beginning readers</td>
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<td>Workbooks</td>
<td>Ann Arbor</td>
<td><em>Michigan Teaching Program</em>&lt;br&gt;Programed worktexts for beginning, remedial and slow readers&lt;br&gt;Helpful in correcting deficient skills for beginning and advanced adults</td>
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<td><em>Spelling: A Sullivan Associates Program</em>&lt;br&gt;Beginning reading levels</td>
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<td>Workbooks</td>
<td>Boyd and Fraser</td>
<td><em>South Spelling Program, Books 1-6</em>&lt;br&gt;Programed workbooks designed for functionally illiterate adults&lt;br&gt;Levels 2-6</td>
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<td>Tapes</td>
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<td>Controlled Reader Jr.</td>
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<td>Auto-instruction multi-media program</td>
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<td>Develops visual and perceptual skills from non-reader through level 6</td>
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<td>Correlates with machines or filmstrips</td>
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<td>Listening DA, Listen and Read DA and EA, and Listen and Write EA programs</td>
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<td>Develop listening, reading, and writing skills; record, tape and cassette</td>
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<td>Flash-X, controlled reader, skimmer and scanner, filmstrips Levels 7-14</td>
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<tr>
<td>Tapes</td>
<td>EDL</td>
<td>Levels 3-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correlated instruction in listening comprehension, content, area reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and study skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combines Listen and Think tapes with Study Skills Library</td>
<td></td>
</tr>
<tr>
<td>Records</td>
<td>Fearon</td>
<td>Audio-Lingual English</td>
<td></td>
</tr>
<tr>
<td>Workbooks</td>
<td></td>
<td>Drills to help basic sentence patterns of standard American English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Five units, 110 records, workbooks</td>
<td></td>
</tr>
<tr>
<td>Kit</td>
<td>Field</td>
<td>Cyclo Teacher Learning and School Kit</td>
<td>$42.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Programed kit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides review, practice reinforcement in language arts, word attack</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>skills, vocabulary, spelling, study skills, etc.</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>BRL</td>
<td>M.W. Sullivan Reading Program</td>
<td>$25.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Series I, Books 1-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Series II, Books 5-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Programed beginning reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.W. Sullivan Reading Program</td>
<td>$12.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Series III, Books 9-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Series IV, Books 13-16</td>
<td>$1.49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Four books per series)</td>
<td></td>
</tr>
</tbody>
</table>
**Type** | **Publisher** | **Title and Description** | **Price**
---|---|---|---
Books | BRL | *Sullivan Reading Program*<br>16 Correlated Readers for 1A-8A, 1B-8B | $16.00 set
Tapes | BRL | *Sullivan Reading Program*<br>Tapes for Texts | $149.96
| | | *Sullivan Reading Program*<br>Tapes for Readers 1-B | $74.98

**LIST OF RECOMMENDED EQUIPMENT**

**Filmstrip Viewers**

<table>
<thead>
<tr>
<th>Source</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Standard Filmstrip Previewer</em>&lt;br&gt;Photo and Sound Co.</td>
<td>$24.95</td>
</tr>
<tr>
<td><em>Hudson's Prima Filmstrip Viewer</em>&lt;br&gt;Photo and Sound Co.</td>
<td>$20.00</td>
</tr>
<tr>
<td><em>Dybas cassette A-V Mate</em>&lt;br&gt;Instructional Material Branch</td>
<td>$236.00</td>
</tr>
<tr>
<td><em>Study Mate 2 (rear screen)</em>&lt;br&gt;IMED</td>
<td>$27.50</td>
</tr>
<tr>
<td><em>Audio Study Mate (sound; rear screen)</em>&lt;br&gt;IMED</td>
<td>$89.95</td>
</tr>
<tr>
<td><em>Auto Vance II (automatic; sound; rear screen)</em>&lt;br&gt;IMED</td>
<td>$124.95</td>
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</tbody>
</table>

**Earphones**

<table>
<thead>
<tr>
<th>Source</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Board-Approved Electi-Fone 376</em>&lt;br&gt;Los Angeles City Schools Supply Catalog</td>
<td>$6.11</td>
</tr>
<tr>
<td><em>Electi-Fone</em>&lt;br&gt;Instructional Material Branch</td>
<td></td>
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</tbody>
</table>

**Cassette Recorders**

<table>
<thead>
<tr>
<th>Source</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Acutistifone 900</em>&lt;br&gt;Los Angeles City Schools Equipment Catalog</td>
<td>$44.50</td>
</tr>
<tr>
<td><em>Hitachi playback recorder</em>&lt;br&gt;Los Angeles City Schools Equipment Catalog</td>
<td>$17.00</td>
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</table>

**Reel-to-Reel Recorder**

<table>
<thead>
<tr>
<th>Source</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Wollensak 1500</em>&lt;br&gt;Los Angeles City Schools Equipment Catalog</td>
<td>$167.73</td>
</tr>
</tbody>
</table>

**Cartridge Recorder**

<table>
<thead>
<tr>
<th>Source</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Recorder</em>&lt;br&gt;Educational Electronics</td>
<td>$127.00</td>
</tr>
<tr>
<td>Amplifier (playback only)</td>
<td>$102.00</td>
</tr>
<tr>
<td>D.C. power supply</td>
<td>$70.00</td>
</tr>
<tr>
<td>Installation</td>
<td></td>
</tr>
</tbody>
</table>

**Language Master (Bell and Howell)**

<table>
<thead>
<tr>
<th>Source</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Language Master (Bell and Howell)</em>&lt;br&gt;Los Angeles City Schools Equipment Catalog</td>
<td>$250.00</td>
</tr>
</tbody>
</table>

**AQR3** (student playback of pre-recorded cards)

<table>
<thead>
<tr>
<th>Source</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMED</td>
<td>$129.00</td>
</tr>
</tbody>
</table>

**AQR4** (instructor/student record and playback)

<table>
<thead>
<tr>
<th>Source</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMED</td>
<td>$199.00</td>
</tr>
<tr>
<td>Item Description</td>
<td>Vendor</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Craig Reader Kit A</td>
<td>Craig Corp.</td>
</tr>
<tr>
<td>Craig Reader Kit B</td>
<td></td>
</tr>
<tr>
<td>Skill Master MCM Cassette Recorder</td>
<td>Educators Publishing Service</td>
</tr>
<tr>
<td>Controlled Reader Jr.</td>
<td>EDL - Coast Visual Education</td>
</tr>
</tbody>
</table>
This is a list of suggested references for use in establishing and maintaining a media center. The majority of the titles are available in the school library; in the Professional Library, housed at the Instructional Materials Center, Temple and Beaudry Streets; or in the public library. Some of the books are paperbacks, and a few references are "idea books."
PROFESSIONAL REFERENCES

Academic Press. P.O. Box 125, Oshkosh, Wis.

Amids. 1003 Wilshire Blvd., Los Angeles.


Johnson, Rita B., and Stuart R. Johnson. *Developing Individualized Instructional Material*. Westinghouse Learning Press, 2600 Hanover St., Palo Alto, Calif. 94302. $3.75


Lane, Cleve W., and Robert B. Lewis, *Guidelines for Establishing and Operating an Adult Learning Laboratory*. Educational Monograph #1. 1971. Adult Learning Center, School of Education, North Carolina State University, Raleigh, N.C. 27607. $3.00

Learning Directory. Westinghouse Learning Corporation, 100 Park Ave., New York, N.Y. 10017


Mager, Robert F. *Developing Attitude Toward Learning*. 1968. Fearon Publishers, 2165 Park Blvd., Palo Alto, Calif. 94306. $2.00

M CGE. University of Southern California, University Park, Los Angeles, Calif. 90007.


Stewart, Don. Educational Malpractices. 1971. State Services, P.O. Box 456, Westminster, Calif. 92683. $1.95


Additional Source

INTRODUCING PROGRAMED INSTRUCTION TO STUDENTS

A sample of how to introduce programed instruction to new students appears on the next page. Commercial samples are also available from some vendors, but you may prefer to develop your own introduction.
SAMPLE PROGRAM

Test your will power! Use a blank strip of paper, and cover up the answer column on the right-hand side of this page. Write your own answer to each question in the space below before uncovering the answer column to check your response. Watch for the hints in each statement, and note that each small blank is for one letter of the answer expected.

Answer Column

If you've missed, read the step over again. Check your spelling, too.

7. Study the Table of Contents of the program that you are using, and look for the author's directions on when to take tests. Knowing the title of your material is necessary to get the right book to study and then the right tests. Remember the title of the program you are studying.

8. We wish you success with programmed learning! Your teacher is most important in helping you on a one-to-one basis. Never hesitate to ask for help when you're confused. You may have to wait your turn, but when you don't understand, be sure you ask the teacher for help.
ACKNOWLEDGMENTS

Special acknowledgment is made to the following staff members for their valuable contributions in developing this handbook:

Mrs. Jean Kardon, Chairman of the Committee
East Los Angeles Occupational Center

Mr. Edward Morton
Evans Community Adult School

Mrs. Sarni McMahon
West Valley Occupational Center

Mr. William Ririe
Banning Community Adult School

Mrs. Joan Ririe
Menlo Adult Basic Education Center

Mr. Gene Tong
North Valley Occupational Center

Mrs. Camilla Townsend
Garfield Community Adult School, Marianna Branch

Mr. Earl Veils
Washington Community Adult School

Mrs. Elsie Withey
Central City Occupational Center

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DANIEL McCauley
Chairman
Continuing Education Curriculum Council

JOHN H. SANSAM
Specialist
Career and Continuing Curriculum