The objective of this project for kindergarten through fifth grade is to interest public and private educational institutions in the systematization of elementary school reading programs. Facets of Systems Directed Reading (SDR) include the use of a differentiated staffing pattern; experienced language arts unit leaders guiding and directing all reading efforts of unit teachers and instructional aides; reading efforts directed by uniform building election of word attack and comprehension reading skills taught across grade level; and educable, mentally retarded pupils integrated into the reading classes. This document describes the components and products of SDR, global goals, operational objectives at the local school level, and implementation and costs related to the SDR program. An appendix and an additional pamphlet contain related materials. (JM)
an overview
SYSTEMS DIRECTED READING

The Overview of SYSTEMS DIRECTED READING is a product of Title III ESEA Project No. 5-0041 SW. Inquiries should be addressed to:
SDR SYSTEMS DIRECTED READING PROJECT
National Developer-Demonstration Center
Baugo Community Schools, RR#3, Box 425-A
Elkhart, Indiana 46514
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>1</td>
</tr>
<tr>
<td>What Is the S D R Project?</td>
<td>1</td>
</tr>
<tr>
<td>Rationale and Purposes Related to Systems Oriented Programs</td>
<td>1</td>
</tr>
<tr>
<td>Description of K-5 Components and S D R Products</td>
<td>5</td>
</tr>
<tr>
<td>Global Goals and Operational Objectives at the Local School Level</td>
<td>7</td>
</tr>
<tr>
<td>Sample Copies of Forms, Monitoring Devices, and Related Project Material</td>
<td>9</td>
</tr>
<tr>
<td>Evaluation Results after Three Years</td>
<td>9</td>
</tr>
<tr>
<td>Implementation Assistance and Costs - Monetary and Psychological</td>
<td>10</td>
</tr>
</tbody>
</table>
ACKNOWLEDGMENTS

S-D R -- Systems Directed Reading is the result of three years of development and field testing in the Baugo Community Elementary Schools. Special acknowledgment is extended to Superintendent Dr. R. L. Fatheree and Title III Project Officer Gene Engle, who both offered counsel, guidance, and support during the developmental years. Recognition is here extended to the following teachers and staff members for their unique contributions to our reading system:

- Al Irion, Community Council President
- Randolph Wicker, Reading Consultant
- Betty Warner, Reading Consultant
- Jo Ann Earns, Pre-School Director
- Merrill Smith, Project Evaluator
- Dr. Gary Mothenweiser, Project Auditor
- Jerry Cook, Principal
- Ronald Hostetler, Principal
- Jeannette Martin, Unit Leader
- Gloria Heller, Unit Leader
- Lila Jean, Instructional Aide
- Arloine Ernest, Secretary

Respectfully,

Gerald Heindselman
Title III Project Director
What Is The S D R Project

The Systems Directed Reading Project, funded by ESEA Title III-Section 306, is a K-5 level program developed in the Baugo Community Schools over the past three school years, 1971-1974. The project has been named a national developer-demonstration center for the 1974-1975 school year. The global objective of the project is to interest public and private educational institutions in the subject of systematization of elementary school reading programs. Potential adopters will be sought and assistance provided (In-Service Training and Product Components) those schools who exhibit commitment as well as interest.

Harley Holben Elementary School at 4701 W. Indiana Avenue, Elkhart, Indiana has been designated as the K-5 demonstration center for "hands on" viewing of the program in operation. Several project personnel are available to serve school systems in various ways. On-site and off-site "awareness visits" can be arranged. The Logansport Community Schools has been appointed as a Facilitator Project to provide other school corporations with the "ways and means" of considering and adopting all (or parts) of Title III Developer-Demonstration programs.

Rationale and Purposes Related to Systems Oriented Programs

William Lane in his text, The Foundations of Educational Administration (Pg. 229, 1971 ed.) made the following comment
concerning efficiency in public school education: "Perhaps more than any other occupational group, educators have been unable to make a consistent choice among highly regarded but often difficult aims. The attempt to achieve such a multiplicity of goals guarantees that none will be achieved sufficiently and leaves the educator open to criticism from outside and unable to resist other functions that are placed on the school by every group that has a criticism to voice."

Carl Bereiter and Siegfried Engelmann, in their noteworthy text, Teaching Disadvantaged Children in the Preschool (pg. 9, 1966 ed.), commented on instructional efficiency: "There are only two ways to increase the amount of learning that can take place in school: by selecting experiences that produce more learning and by compressing more experiences into the time available. The normal experiences of childhood -- the enrichment philosophy -- do not lend themselves well to either of these strategies."

Lane, Bereiter, and Engelmann have established for us two of the most important criteria for a systems directed program. Namely, they are saying, a system calls for an order and sequence to many educational events and attention must be given to mutual acceptance and pursuit of goals and their related implementation activities.

Our continual failure to operate effective instructional strategies continues because we are more concerned with
the use of prepared (canned) texts and leveled materials than being equipped to specify needs, goals and objectives at the school building level. This posture will only enhance the national position and chant of "Johnny can't read!" A systems directed position is one where learning needs have been assessed and reading goals established; we must "dovetail" implementation activities to our goals; we must periodically assess our success in reaching learning objectives; and we must be willing to devote resources of all kinds--funds, staff, time, facilities--to this end.

For leaders who desire to learn more of the systems philosophy the following guidelines are offered:

1. System and order are not ends in themselves but means toward carrying out plans. A system gets all departments pulling in the same direction.

2. Many workers want little to do with organized, integrated, goal directed programs. They want to "do their own thing" behind their own closed doors.

3. System in work represents an economy of energy. In the public school setting, by way of example, we typically re-expose pupils to concepts and facts they have mastered years before. We need to find out what it is they do not know and focus on those elements. Thus it is, assessment and reassessment play a major role in systems directed programs.

4. An established system has a tendency to go on running by its own momentum, yet the longer the system has been running the more need there may be to examine it carefully.

5. A system must not leave out of account the important element of worker acceptance. Those who are to be involved must have a full opportunity to pose questions and offer
suggestions. Systems and orderliness should not be allowed to organize themselves into tyranny. Involve people.

6. A system must have competent, enthusiastic leaders.

7. There must be some freedom within the system. People must be reckoned with. They want to put the stamp of their own spirit upon the work. Although the implementors are entitled to freedom within the system, no one's attitudes and desires should be allowed to destroy the plan agreed upon. Changes should be mutually accepted.

The reader is here referred to the S D R Schematic on the following page for a graphic view of the S D R system.

Gerald Heindselman
Title III Project Director
Parents are involved.

All parties who have like interests and who will eventually have input are involved.

Mind-set & emotional-set are firmed by parties who must implement strategies.

Before one sets out on a journey he must first know where he is in relation to where he wants to go. Locally generated & standardized tests used.

In Diagnostic Centers & classrooms; hardware & reading machines are used. In classrooms & in Diagnostic Centers, activities are chosen from the 1,000 item Skills Bank & the Skills Hierarchy Handbook. Skills acquisition is important - not book programs.

Don't waste time on concepts & skills children already know. Work in the Diagnostic Centers & classroom must be complementary. Pupil progress monitored on specially prepared profile cards. 80%-90% success level required of pupils on criterion referenced tests. Unit leader teachers and reading specialist direct learning experiences.

Don't continue to invest human & monetary resources in strategies that call for adjustment.

If time and space permitted, this diagram would be displayed in circle or "loop" fashion. Following rectangle (8), the "Learning Loop" returns to rectangle (4).
Description of K-5 Components and S D R Products

A. Classroom Component

Within the K-5 classrooms the S D R project includes the use of a differentiated staffing pattern. Experienced language arts unit leaders guide and direct all the reading efforts of K-1, 2-3, 4-5 unit teachers, and instructional aides. Reading efforts K-5 are offered direction by uniform building election of word attack and comprehension reading skills taught to pupils across grade level. Educably mentally retarded pupils are integrated into K-5 reading classes.

The following S D R products assist the systems directed philosophy to function in classrooms:

1. Skills Hierarchy, Reading-Language K-3, 100 pgs.
2. Task Level Performance Objectives Kdg., 60 pgs.
3. Skills Compendium, Word Attack 40 files sequenced by level
4. Differentiated Staff Role Descriptions
5. Early Childhood Learning Activites, 50 pgs.
7. Skill Monitoring Profiles and Pupil Reporting Devices

Unit leaders meet regularly with members of their team to assess the progress of pupils, plan new skill
groups, record data on skill monitoring cards, and to
conference with parents. Skill groups function more
than 20 teaching days and all pupils are tested monthly
on their success at attaining word attack or comprehension
objectives. Commercially produced and locally generated
skill tests are used. Pupils move instructionally through
five skill difficulty levels (A-E) during their K-5 experience.

The across-grade level, non-graded reading format
is provided a strong instructional assist by the use and
availability of a 1,000 item file Skills Bank located in
each elementary school. Aides duplicate for teachers
any of more than 1,000 exercises on word attack or com-
prehension skill development. All classrooms have as
standard equipment Systems-80 Reading Machines and listening
centers. Goals and pursuits at Kindergarten level are
complemented by staff generated Task Level Performance
Objectives and integration into the K-1 Unit activities.

B. Diagnostic-Prescriptive Reading Centers

Each of the Baugo elementary schools houses a diagnostic-
prescriptive reading center which serves 1-5 grade level
pupils who exhibit developmental reading problems. Each
reading center enrolls approximately 50 pupils who cannot
be educably retarded, emotionally maladjusted, or hearing
impaired. The centers are staffed with reading specialists
and instructional aides. Teacher-pupil daily small group
methodology in the centers is assisted by reading machine

11
-6-
technology and a 1,000 item 'Skills Bank' file.

Tests of entering pupils are diagnosed carefully. Each pupil's performance is evaluated in September of each school year. Prescriptions are written and re-written for each pupil throughout that school year.

Commercial and locally developed skill assessment tests are used to evaluate the reading status of pupils.

Reading center directors and classroom teachers work together to effectively plan local experiences for pupils. Tests are used to evaluate the reading status of pupils. Year. Commercial and locally developed skill assessment written and re-written for each pupil throughout the school year. Prescriptions are prepared for each school year. Prescriptions are needed for entering pupils are diagnosed carefully.

TABLE 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Deficiency Scale by Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>+ 1 year</td>
</tr>
<tr>
<td>Grade 2</td>
<td>+ 8 months</td>
</tr>
<tr>
<td>Grade 3</td>
<td>+ 7 months</td>
</tr>
<tr>
<td>Grade 4</td>
<td>+ 5 months</td>
</tr>
<tr>
<td>Grade 5</td>
<td>+ 3 months</td>
</tr>
</tbody>
</table>

*As measured, Grade 1-2 by the Metropolitan Achievement Test and Grade 4-5 by the Iowa Test of Basic Skills.
In the spring of 1971, 300 of our 800 1-5 level pupils were deficient by the scale shown above. In May of 1974, only 81 pupils grades 1-5 were reading deficient.

Operational objectives, i.e. classroom and Reading-Learning Center objectives were as follows:

Classroom teachers provided with in-service training, a differentiated staffing pattern, and a wide variety of materials and reading hardware will focus their reading instruction on agreed upon skills of word attack and comprehension as well as structuring a detailed pupil assessment program, to the end that 90 percent of the pupils exiting grade three will evidence an 80% achievement level on all the agreed upon skills of reading.

Reading-Learning Center directors in the diagnostic-prescriptive centers provided with in-service training, a wide variety of materials and hardware, a 1,000 item Skills Bank, and an instructional aide will deal daily with 50 students whose intelligence quotients are 85 or above. Grade one pupils exiting the centers on the average will evidence a 1.8 G.E. position. Eighty percent of the pupils grades 2-5 exiting the centers in May will have grown one month for each month's attendance in the center.

Each year 1971-1974 the operational objectives of the project have been met. Table 2 below shows the result obtained in the Reading-Learning Centers during school year 1973-74, by way of example. Results were statistically significant at the .01 level.
TABLE 2

Reading-Learning Center Growth Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>No.</th>
<th>Growth in Vocab.</th>
<th>Growth in Comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>26</td>
<td>17 mo.</td>
<td>15 mo.</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>20 mo.</td>
<td>18 mo.</td>
</tr>
</tbody>
</table>

*86% of the 22 first grade pupils served by the Centers scored above the 1.8 G.E. objective. Average grade one scores were 2.9 Vocabulary and 2.5 Comprehension.

Seventeen grade level 4-5 pupils were part of the 1973-74 test population. The mean growth figures for this group were Vocabulary, 14 months and Comprehension, 16 months.

SAMPLE COPIES (See the Appendix)
OF FORMS AND DEVICES

The copies of forms and devices that are included in this section are not all inclusive. Those presented here are meant to be representative of the instruments necessary to implement a systems oriented strategy in the public school setting.

Evaluation Results After Three Years

Statistical reading results are reported in some detail in a foregoing section. For three years the project was monitored and evaluated by a full time On-Site Evaluator.
whose training background included psychological testing and educational evaluation.* The following comments are found in the evaluator's Final Evaluation Report, available both in our local S D R office and in the Washington E.S.E.A. Title III offices.

"It is hoped that what may emerge from our project is an incorporation of important concepts that apply to the education of all children. If we really want to relate to other human beings, cognitively or affectively, we move toward them as they are."

"The typical school classroom includes several students who are destined to become educational discards unless their deficiencies are recognized and diagnosed and ways are found to help them learn. Such children are the concern of this project."

"As can be seen from Tables 10 and 11, the differences between pretest and post-test reading scores for learner groups are, in the evaluator's judgment, highly respectable. In fact, both I. Q. groups grew twice the required number of months specified in the objective."

"Teaching without a clear purpose may be wasteful and detrimental. Diagnostic and prescriptive teaching has been an important process central to the success of this project."

"What will remain in this school system will be the spirit of Title III, that of continued exemplary education for boys and girls."

Implementation Assistance and Costs Related to the S D R Program

Local public and private school corporations may receive assistance from the S D R Title III project in

*Psychometrist, Merrill Smith Ed.S.
various ways. Awareness "Overview" booklets and introductory brochures are available for the asking. Visits to Holben Elementary School can be arranged for a "hands on" viewing experience. Out-of-state school systems can be assisted financially to visit the demonstration school by contacting their state or area Title III Facilitator Project. Baugo SDR personnel are available for in-service training work almost anywhere in the nation as time and project budgeted funds will allow. School corporations who are seriously considering adopting one or more of the project components will receive "first call" on personnel services. Many in-service training experiences can be provided without cost to adopters.

Monetary costs related to implementing a systems oriented project are found in such instructional areas as a need for a well-trained reading consultant or principal, stipends for teacher unit leaders, funds to rent or purchase reading hardware and a wide variety of materials, space for locating diagnostic-prescriptive reading centers, and a local philosophy that will allow aides to be used as instructional assistants. School systems considering moving away from the textbook, self-contained classroom reading approach may wish to move gradually into a systems directed strategy by adopting only one or two new SDR procedures the first year. Depending upon the depth of implementation and adoptive costs to implement the program
the first year will range from ten dollars to 50 dollars per pupil.

Potential implementors should also weigh certain psychological costs. Among these are the readiness of faculties to adjust to the organization and order format of the systems philosophy. The test re-test strategy must be embraced. Why keep on teaching what your subjects have already mastered? Effective clinical type reading rooms or centers depend upon a wide knowledge of test instruments and the ability to diagnose strengths and weaknesses. Certain professional teaching organizations take a firm stand against the differentiated staffing pattern. Master Teachers or Unit Leaders normally help evaluate other instructors and are paid above the salary schedule. This position subtracts allegiance from rank-and-file membership ranks.

As educators we must ask ourselves, "Are we inclined to assist children in a definitive professional manner?" Will we ever become a profession as long as we lack an agreed upon knowledge base and sense of direction with which we can in an orderly, yet flexible, way set about to meet the learning needs of young people?
SDR, SYSTEMS DIRECTED READING

MONITORING READING SKILLS

WORD ATTACK

LEVEL A:
1. Shapes
2. Letters & Numbers
3. Rhyming Words
4. Rhyming Phrases
5. Colors
6. Words, Phrases
7. Sight Vocabulary (i)

LEVEL C:
1. Long Vowels
2. Vowel + e, a+le, e+u
3. Diphthongs
4. Long & Short oo
5. Middle Vowel
6. Two Vowels Separated
7. Two Vowels Together
8. Final Vowel
9. Consonant Digraphs
10. Base Words
11. Plurals
12. Possessives
13. Sight Vocabulary (i)

LEVEL B:
1. Left-right sequence (i)
2. Beginning Consonants
3. Ending Consonants
4. Consonant Blends
5. Rhyming Elements
6. Short Vowels
7. Consonant Digraphs
8. Compound Words
9. Contractions
10. Base Words
11. Plurals
12. Possessives
13. Sight Vocabulary (i)

LEVEL D:
1. Silent Letters
2. Syllabication
3. Consonant Blends
4. Accent
5. Unaccented Schwa
6. Possessives
7. Sight Vocabulary (i)

SDR MONITOR OF READING SKILL DEVELOPMENT

<table>
<thead>
<tr>
<th>Pupil Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SKILL</th>
<th>RS</th>
<th>M</th>
<th>ZC</th>
</tr>
</thead>
</table>

Note: Skills marked (i) are assessed by Teacher observation (one-to-one) of pupil talents.
SDR, SYSTEMS' DIRECTED READING

MONITORING READING SKILLS

LEVEL A:
1. Context Clues
2. Sight Vocabulary
3. Main Ideas
4. Facts
5. Sequencing
6. Inference
7. Conclusions

LEVEL C:
1. Context Clues
2. Sight Vocabulary
3. Main Ideas
4. Facts
5. Sequencing
6. Inference
7. Conclusions
8. Summarizing
9. Outlining
10. Fact vs. Opinion
11. Rate
12. Analogies

LEVEL B:
1. Context Clues
2. Sight Vocabulary
3. Main Ideas
4. Facts
5. Sequencing
6. Inference
7. Conclusions

LEVEL D:
1. Context Clues
2. Sight Vocabulary
3. Main Ideas
4. Facts
5. Sequencing
6. Inference
7. Conclusions
8. Summarizing
9. Outlining
10. Fact vs. Opinion
11. Rate
12. Analogies

Note: Skills marked (i) are assessed by Teacher observation (one-to-one) of pupil talents.

SDR MONITOR OF READING SKILL DEVELOPMENT

<table>
<thead>
<tr>
<th>Pupil Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Grade</td>
<td>Special Code</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILL</th>
<th>RS</th>
<th>M</th>
<th>ZC</th>
</tr>
</thead>
</table>

| 1. Context Clues |
| 2. Sight Vocabulary |
| 3. Main Ideas |
| 4. Facts |
| 5. Sequencing |
| 6. Inference |
| 7. Conclusions |
| 8. Summarizing |
| 9. Outlining |
| 10. Fact vs. Opinion |
| 11. Rate |
| 12. Analogies |
Parents: This report includes the most important goals of evaluation and the detailed activities which indicate your child's progress toward these goals. Success and growth in the Pre-School program will assist children to progress satisfactorily in Kindergarten and Elementary School. Words on paper are not the best way to describe your child. Thus, you will receive this report at a parent-teacher conference if possible. We encourage parents to visit with Pre-School staff members frequently.

Dr. R.L. Fatheree, Supt.

Explanation of Marking System

In January and May each school year the progress of children towards the objectives stated below will be marked.

- 0: Progressing very slowly
- 1: Progressing satisfactorily
- 2: Progressing very well

This report need not be returned.

<table>
<thead>
<tr>
<th>LANGUAGE DEVELOPMENT</th>
<th>JAN</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and prints his name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>States full name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>States address and phone number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>States name of teachers and first name of 15 classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes the letters in his own name and in 10 color words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeats four digits (in order requested, such as 3, 5. 7, 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects rhyming sound present in a set of words (dog, frog, bear)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks in complete sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidences understanding of a short story or poem by repeating the events in order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects words containing a given sound</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL CONCEPT DEVELOPMENT</th>
<th>JAN</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups together common objects (animals, vehicles, foods, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranges objects from smallest to largest, shortest to tallest, roughest to smoothest, longest to shortest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names and recognizes 10 colors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names and recognizes the circle, square, triangle and rectangle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matches the numerals 0-9 to the correct set of objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compares similarities and differences in common objects (forks, spoon, duck, chicken)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COORDINATION AND PHYSICAL GROWTH</th>
<th>JAN</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touches and names body parts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places an object over, under, beside, on top, inside, outside, and in front of a box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks forward and backward on a taped line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jumps, hops and catches a ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traces a shape and cuts it out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of right and left and left-to-right</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zips a zipper and fastens a button</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copies numerals, letters and shapes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERSTANDING OF SELF</th>
<th>JAN</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses feelings openly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts suggestions and criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusts to change in routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits self-confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appears happy and relaxed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares responsibility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENTAL INVOLVEMENT</th>
<th>JAN</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openhouse attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Coffee Clutch&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School visits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTENDANCE RECORD</th>
<th>JAN</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half days present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half days absent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Comments: 21
## Reading-Learning Centers

### Prescription Form

<table>
<thead>
<tr>
<th>Class-Time</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's Names</th>
<th>Rx</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behavioral Objectives:

1.

### Materials Used:

1. 5.
2. 6.
3. 7.
4. 8.
<table>
<thead>
<tr>
<th>NAMES</th>
<th>SKILL</th>
<th>RESULTS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES:
PUPIL RECORD II
WORD-ATTACK SKILLS
SUMMARY OF STRENGTHS AND WEAKNESSES

Name __________________________ Date __________________

Age ________ Grade ________ Examiner __________________

Vocabulary

TASK 3. Sight Vocabulary, Fp, pr, 12, 21, 22, 31

Instructional level: (Specify letters)

Upper__ Lower__

Recognition of Alphabet Letters


(Task 4): Upper Lower


(Task 5): Upper Lower


(Task 6): Kinds of errors:

Identification of Consonant and Vowel Sounds

TASK 7. Consonants. Letters missed:

TASK 8. Blends and Digraphs. Errors:
blends with r, l, or s diagraphs—ch, sh, th, wh
long a, e, i, o, u short a, e, i, o, u
long a', e, i, o, u short a, e, i, o, u
double e two vowels together
final e open syllable

Structural Analysis and Synthesis


TASK 12. Auditory Discrimination of Syllables Cannot do: __________________________

TASK 13. Visual Discrimination of Syllables

Does not use clue of two consonants together, single consonant between vowels, blends and di-
graphs, syllables ending in le affixes.

TASK 14. Pronouncing and Blending Syllables. Difficulty with:

long vowels syllables ending in le
short vowels soft c and g
prefixes diphthongs
suffixes blending of
controller syllables

24
II READING/LANGUAGE/MATHEMATICS

007 SDR: SYSTEMS DIRECTED READING
1.0 USER'S INFORMATION: Date: Code Number: 007

1.1 TITLE OF PROGRAM: SDR, SYSTEMS DIRECTED READING

1.2 CONTENT AREA(S) DESCRIPTORS OF PROGRAM:

1.2.1 Primary subject matter(s)
Reading

1.2.2 Population descriptors
K-5 elementary level

1.2.3 Process descriptors
Across Grade Level Grouping; Needs Assessment; Diagnosis and Prescription;
Test-Teach-Retest; Developmental Program; Differentiated Staffing; Classroom and Diagnostic Center Components.

1.3 DIRECTOR OR PROGRAM/CONTACT PERSON:
Mr. Gerald Heindselman,
Federal Projects Director
Baugo Community School,
SDR Title III Project
R.R. #3, Box 425A
Elkhart, Indiana 46514
(219) 293-4015

1.4 LOCATION OF D/D SITE:
SDR SYSTEMS DIRECTED READING
Harley Holben Elementary School
4701 W. Indiana Ave.
Elkhart, Indiana 46514
(219) 293-6761

1.5 SOURCE OF FUNDS FOR DIFFUSION/ADOPTION EFFORT: ESEA Title III, 306

1.6 PROGRAM START AND APPROVAL DATES:

1.6.1 Development starting date: 9/71

1.6.2 USOE approval date: 7/74

1.6.3 Diffusion starting date: 9/74
PART ONE: ADOPTER INFORMATION  
SDR, SYSTEMS DIRECTED READING  

1.7 TARGET POPULATION(S) ON WHICH VALIDATION WAS BASED:  

1.7.1 Total number students served: 800 In Area:  

1.7.2 Locale: _30% Rural _70% Suburban  
Rural: _5% Farm _25% Non-Farm Urban: _% Inner City _% Other  

1.7.3 Sex: _50% Male _50% Female  

1.7.4 Ethnic background:  
American Indian _% Black/Negro 7 _%  
Oriental/Polynesian _% White/Caucasian _93%  
Mexican American _% Puerto Rican _%  
Other:  

1.7.5 Socio-economic level based on average family income:  
Low income (less than $4,000.00) 8 _%  
Middle income ($4,000.00 - $15,000.00) 69 _%  
High income (more than $15,000.00) 23 _%  

1.7.6 Total number of schools involved: 2 In Area:  

1.7.7 Type of school:  
☑ Preschool  ☑ Elementary  ☐ Middle/Junior  
☐ Senior High  ☐ Special  

1.7.8 Grade(s) developmental level(s): K-5 (2 schools)
PART ONE: ADOPTER INFORMATION  SDR SYSTEMS DIRECTED READING

1.8 BRIEF DESCRIPTION OF CONTEXT/LEARNER UNIT:

1.8.1 Community

Mean male income $11,500 locally from skilled labor associated with mobile home industry. About 20% population is Southern white.

1.8.2 School

Demonstration Center is 17 room brick building housing 375 pupils K-5 plus educably retarded. Staffing pattern includes K-1, 2-3, 4-5, unit leaders, resident teachers and aides.

1.8.3 Student characteristics

Average intelligence quotient K-5 = 100

1.8.4 Learner unit

Twenty-five pupils assigned per teacher for homeroom purposes. Instructionally all pupils work across grade level all a.m. for Reading and Language Arts. Diagnostic-Prescriptive Reading Centers, with one reading specialist and one aide, serve 50 pupils with developmental reading lag.

1.9 LEARNER BASED GOALS/GENERAL OBJECTIVES OF PROGRAM:

To remit the reading-language deficiencies of pupils grades K-5. (Deficiency scale by grade equivalent used at each level K-5).

1.10 OTHER GOALS:

That public school administrators will consider and make use of a management by objectives approach to their obligations.

That instructors will make use of a systems approach to learning thus bringing efficiency and flexibility to learning endeavors.

1.11 NARRATIVE DESCRIPTION OF PROGRAM:

1.11.1 Rationale

This project began in the summer of 1971 when local test results evidenced the fact that 35% of our grade three pupils were entering fourth grade already one year deficient in basic reading skills. A new reading management systems was called for.

1.11.2 Inputs

A systems oriented approach calls for a uniform acceptance of global and operational objectives. Staff must want to pull together to assist learning to happen. Faculty must be willing to group across grade level and be prepared to test and re-test pupils. Record keeping increases but
PART ONE: ADOPTER INFORMATION  SDR SYSTEMS DIRECTED READING

1.11 NARRATIVE DESCRIPTION OF PROGRAM:

1.11.2 Inputs  (continued)

so does pupil progress. The ability to diagnose and prescribe for deficient readers is necessary for the leader of the Diagnostic-Prescriptive Reading Centers. Master teachers or Unit Leaders should be acceptable to the classroom staffing pattern K-5.

1.11.3 Process

Description of K-5 Components and SDR Products

A. Classroom Component

Within the K-5 classrooms the SDR project includes the use of a differentiated staffing pattern. Experienced language arts unit leaders guide and direct all the reading efforts of K-1, 2-3, 4-5 unit teachers, and instructional aides. Reading efforts K-5 are offered direction by uniform building election of word attack and comprehension reading skills taught to pupils across grade level. Educably mentally retarded pupils are integrated into K-5 reading classes.

Unit leaders meet regularly with members of their team to assess the progress of pupils, plan new skill groups, record data on skill monitoring cards, and to conference with parents. No skill groups function more than 20 teaching days and all pupils are tested monthly on their success at attaining word attack or comprehension objectives. Commercially produced and locally generated skill tests are used. Pupils move instructionally through five skill difficulty levels (A-E) during their K-5 experience.

The across-grade level, non-graded reading format is provided a strong instructional assist by the use and availability of a 1,000 item file Skills Bank located in each elementary school. Aides duplicate for teachers any of more than 1,000 exercises on word attack or comprehension skill development. All classrooms have as standard equipment Systems-80 Reading Machines and listening centers. Goals and pursuits at Kindergarten level are complemented by staff generated Task Level Performance Objectives and integration into the K-1 Unit activities.

B. Diagnostic-Prescriptive Reading Centers

Each of the Baugo elementary schools houses a diagnostic-prescriptive reading center which serves 1-5 grade level pupils who exhibit developmental reading problems. Each reading center enrolls approximately 50 pupils who cannot be educably retarded, emotionally maladjusted, or hearing impaired. The centers are staffed with reading specialists and instructional aides. Teacher-pupil daily small group methodology in the centers is assisted by reading machine technology and a 1,000 item Skills Bank file.
PART ONE: ADOPTER INFORMATION  SDR SYSTEMS DIRECTED READING

1.11 NARRATIVE DESCRIPTION OF PROGRAM:

1.11.3 Process (continued)

B. Diagnostic-Prescriptive Reading Centers

Needs of entering pupils are diagnosed carefully in September of each
school year. Prescriptions are written and re-written for each pupil
throughout the school year. Commercial and locally developed skill
assessment tests are used to evaluate the reading status of pupils.
Reading center directors and classroom teachers work together to
effectively plan total experiences for pupils during the day. Global
and task level objectives are set for the reading centers and children
who attend.

1.11.4 Outcomes

The classroom program has been successful in reaching its operational
(learner level) objectives for the past three school years. A full time
on-site Federal evaluator has monitored the project during this period.

In the spring of 1971, 300 of our 800 1-5 level pupils were deficient.
In May of 1974, only 81 pupils, grades 1-5, were reading deficient.

The mean grade equivalent placement of grade one pupils exiting the
Diagnostic Reading Centers last school year was 2.9 vocabulary and 2.5
for Comprehension. Over a three year period the mean total reading growth
of pupils grades 2-5 exiting these Centers each year has been in excess
of 16 months. Growth scores here quoted were statistically significant at
the .01 level.

1.12 PROGRAM SCHEDULE:

In classrooms K-5, level pupils are involved in Reading-Language classes
from 8:20 - 11:15 a.m. Pupils enrolled in the Diagnostic-Prescriptive
Reading Centers spend 30 minutes each day in the centers in addition to
regular classes.

1.13 SIGNIFICANT/MEANINGFUL OUTCOMES:

1.13.1 Expected, learner-based

Ninety percent of all pupils K-5 will have achieved an 80% success level
with 48 designated Word Attack performance objectives by June of the 5th
grade year.

Eighty percent of grade one pupils exposed to the strategies of the
Reading Centers for a period of a minimum of seven months will evidence a
mean 1.8 grade equivalent in reading vocabulary and comprehension in May
of the school year. The mean total reading growth of pupils grades 2-5
attending the Diagnostic Reading Centers will be eight months as witnessed
by May results found on the Gates-McGinitie Reading Test.
PART ONE: ADOPTER INFORMATION  SDR SYSTEMS: DIRECTED READING

1.13 SIGNIFICANT/MEANINGFUL OUTCOMES:

1.13.2 None Indicated

1.13.3 Unexpected Outcomes of Program

Parent Advisory Council part of the project has become a permanent fixture of the community. Learning machines have become an accepted instructional component in all classrooms. After three years the economy of energy provided by a systems approach has gained vocal wide claimed acceptance by many of the most conservative (security oriented) faculty members.

1.14 CRITERIA TO BE USED IN THE SELECTION OF ADOPTERS:

Adopter needs should match services available from the Developer/Demonstration. That is, if the Adaptor can justify his desire and commitment to make use (adopt or adapt) of one or more of the SDR components, implementation service will be considered. Phased implementation will be explained and offered to all possible adopters. Adopter/adapters will be actively sought in Indiana, Michigan, Ohio, and Illinois, but we will attempt to meet the requests of interested parties in any state. Adopter/adapters should express a desire to implement aspects of the systems philosophy described in 1.11 and 1.11.2 above. Training will be provided without charge at the Adopter/Adapter site. Mileage and lodging will be asked of the system requesting or the state facilitator involved. We believe we can serve in depth 15-20 Adopter/Adapters this school year.

1.15 TARGET POPULATION CHARACTERISTICS:

1.15.1 - 1.15.6 grade(s) developmental level(s), type of locale, percentage of boys and girls, type of ethnic background, socio-economic level, other.

A systems approach focuses more on what a faculty will do to change rather than the social-psychological nature of children. The approach is a humane, effective, systematic manner of individualizing instruction for any population group. Needs are assessed, reading goals agreed upon, daily activities support goals, re-assessment takes place periodically, and goals are continued or re-directed.

1.16 POPULATION SIZE REQUIREMENTS:

1.16.1 - 1.16.3

The pupil population size is not necessarily relevant. SDR will function in elementary schools where there exists one to five sections per grade level.

1.17 STAFFING REQUIREMENTS FOR ADOPTION:

1.17.1 Trial Stage - Necessary Staff

Building principal knowledgeable in Language Arts, Access to a Reading Consultant, Teachers.
PART ONE: ADOPTER INFORMATION

1.17 STAFFING REQUIREMENTS FOR ADOPTION:

1.17.2 Installation - necessary staff

Building principal knowledgeable in Language Arts, Access to a Reading Consultant, Unit Leaders, Teachers, Instructional Aides.

1.17.3 Institutionalization - necessary staff

Building principal, access to a Reading Consultant, Unit Leaders, Teachers, Instructional Aides.

1.18 INSTRUCTIONAL MATERIAL REQUIREMENTS:

1.18.1 Commercially prepared learner-use materials

Systems 80 - Borg Warner Learning Machines and Kit Components; EDL Reading Machines; Barnell Loft Skill Building Booklets; SRA Reading Kits; Psyco Technics Prescription Materials; Peabody Language Kits (These items are added by stages).

1.18.2 Developer - Demonstrator prepared learner-use materials

Skills Compendium 47 files to a kit on Word Attack; Early Childhood Learning Activities, 84 pages; Progress Monitoring Profiles and Reporting Devices.

1.18.3 Other instructional materials

Developer/Demonstrator prepared (free to adopters/adapters) Skills Hierarchy - Reading Language K-3, 90 pages; Task Level Performance Objectives, Kindergarten, 46 pages; Differentiated Staff Role Descriptions; Reading-Language Taxonomy - Skills Cross Referenced to Learning Materials, 210 pages.

1.19 FACILITIES REQUIREMENTS:

The SDR classroom component will function in either the open spaced or closed-box type instructional setting. The Diagnostic-Prescriptive Reading component functions best in a closed off room setting.

1.20 EQUIPMENT REQUIREMENTS:

Machine components can now be rented at approximately $35. per unit, per year. See item 1.18.1 above.

1.21 FINANCIAL RESOURCES:

1.21.1 Start-up

Classroom Component figures based on a 20 room, K-6, 500 pupil school.
PART ONE: ADOPTER INFORMATION  SDR SYSTEM DIRECTED READING

1.21 FINANCIAL RESOURCES:

1.21.1 Start-up (continued)

Year One-Trial Stage, Cost = $4.80 per pupil. Year Two-Installation Stage, Cost = $40.00 per pupil. Year Three-Institutionalized Stage, Cost = $46.00 per pupil.

1.21.2 Continuation

Diagnostic-Prescriptive Reading Center Component - Optional addend at any stage.

Year One Stage = $265 per pupil - serving 55 pupils in-depth daily. Year Two and Three Stage, Cost = $230 per pupil - serving 55 pupils in-depth daily.

1.22 DESCRIPTION OF PROGRAM COMPONENTS:

SDR program components could be adopted individually or in toto. They are: K-5 SDR Classroom component; SDR Diagnostic-Prescriptive Reading Center component; Product Use component. Please see item 1.11.3 and 1.18.2 for narrative detail. Product items support and provide rationale for the Classroom and Diagnostic Center components; however, the products could be adopted to serve modified systems approaches.

1.23 DESCRIPTION OF PROGRAM STAGES:

1.23.1 Year one - trial stage classroom component

A. Faculty election of a set of Global and Performance Objectives for Word Attack and Comprehension skills. (Cost = 0 per building). Reference here to SDR Skills Hierarchy.

B. Curriculum objectives for Kindergarten are chosen by faculty. Reference SDR Task Level Performance Objectives for Kindergarten and SDR Early Childhood Learning Activities. (Cost = 0 per building)

C. Faculty builds (accumulates) two 1,000 item Skills Bank units per (20 classroom facility); One placed K-3, the other placed in 4-6 location. Reference here SDR Reading-Language Taxonomy (Cost per building = $300 for materials plus $300 for filing cabinets and $1,500 for half-time skills bank aide).

D. Faculty elects commercial word attack and comprehension assessment devices that will let the staff know "where it is they are" so they can determine with pupils "where they want to go." Criterion referenced devices are available for use as "ditto" duplicated pieces. Assessment should take place (total and/or partial) every 20-30 days. (Cost per 20 room building = $300).

E. Skill monitoring devices (SDR if chosen) are used to follow, record, and re-direct pupil progress. (Cost per building = 0).
1.23 DESCRIPTION OF PROGRAM STAGES:

1.23.1 Year one - trial stage classroom component (continued)

E. Total cost for year one = $2400 or $4.80 per pupil for a 500 pupil 20 room school. This first year the skill monitoring program could take place in self-contained classrooms or in grouping across grade levels (K-1, 2-3, 4-5) rooms. The skills bank aide keeps the files full of individual materials and records progress of pupils on profiles provided. Groups should be re-structured every 30 days. Teachers would work with a mutually agreed upon Unit Leader. A basal series anchors the oral and silent reading program.

1.23.2 Year two - installation stage

A. All year one Trial Stage elements are continued except half-time Skills Bank aide and need for cabinetry purchase (Cost = $600).

B. Three Unit Leaders (K-1, 2-3, 4-6) are added to direct and monitor reading-language programs. Reference here SDR - Differentiated Staff Role Descriptions (Cost = approximately $500 stipend per Unit Leader = $1,500).

C. Instructional Aides are added to K-1, 2-3, 4-6 Units. Two aides per Unit are assigned where Unit pupil enrollment ranges from 120-160 pupils. Reference SDR - Role Descriptions (Cost = approximately $3,000 per aide = $18,000).

D. Educably Retarded pupils (1 class of 12) are integrated into the A.M. Language-Arts classes.

Total cost for year two Installation Stage = $20,100 or $40 per pupil in a 500 pupil, 20 room school.

1.23.3 Year three - institutionalization stage

A. All year two Installation Stage elements are continued (Cost = $20,100).

B. Rental of Systems 80 Borg Warner Reading Machines are added to one per classroom (20 x $35.00 = $700) and purchase of two complete sets of accompanying reading materials kits ($110 per kit x 20 = $2,200) - B Total = $2,900.

Total cost for year three = $23,000 or $46 per pupil in a 500 student 20 room school.

1.23.4 Diagnostic-prescriptive reading center component (Separate from or added to the classroom component - optional)

The component could be added to any elementary facility at any stage. Costs involved are Reading Teacher $10,000, one Instructional Aide $3,000, Machine rental $70, Machine purchase $600, Materials purchase $1,000.
PART ONE: ADOPTER INFORMATION SDR SYSTEM DIRECTED READING

1.23.4 Diagnostic-prescriptive reading center component (Separate from or added to the classroom component - optional) (continued)

Estimated total cost this component = $14,670 for year one. Cost for 55 pupils year one = $265 per pupil; Cost year two and three = $230 per pupil.

1.24 TRAINING REQUIRED OF ADOPTERS:

1.24.1 Preadoption training

1 full day (awareness and overview)

1.24.2 Implementation training

Two full days for the following functionaries: Principals, reading consultants, teachers.

1.25. OTHER NECESSARY INFORMATION:

Visiting schools (or system) are provided one SDR Reading-Language taxonomy without charge. A charge will be made by item to other parties. Facilitators will be mailed one set of products without charge. Adopter/Adapters are provided products (in number) without charge.