Reading Instructor's Guide

Reading

Instructor's Guide

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Introduction to the Reading System

Pace Learning Systems (PLS) has a passion for student success. Since 1977, we have designed learning systems that reach the struggling adult learner. Our systems ensure success in small steps, create a learning environment that allows the adult student to take ownership of their learning, and provide the student an avenue to quick, consistent progress.

The Reading System is a component of the Accelerated Learning Lab curriculum alongside other content areas including Language, Spelling, Writing, Basic Math, Advanced Math, Science, and Social Studies. Reading is a fully individualized, competency-based instructional system designed to assess the needs of each learner and provide a self-paced learning experience for fast, effective basic skills development. The system is self-contained and includes everything needed to teach reading in a mixed-level, individualized class with students ranging from the 5th to 10th grade independent reading level.

This system is unique, and it follows carefully designed procedures and methods for ensuring quick, consistent learning success. This includes specific methods for orientation, assessment, placement and prescription, design of instruction, instructional delivery, student workflow, learning management, and evaluation. This guide provides step-by-step instructions for understanding the Reading System, utilizing its components, and operating the system to maximize learning gain. It is important that the Instructor read this guide thoroughly and become familiar with the concepts and tools it contains.

If you have immediate questions about our learning systems, please feel free to contact us between 8:00 a.m. and 5:00 p.m. Central Time at (800) 826-7223 or at **pacelearning.com**.

Reading System Objectives

The Reading System contains six standards: Vocabulary Skills, Comprehension Skills, Abbreviations and Contractions, Reference Skills, Life-Oriented Terms and Symbols, and Literary Skills. The first two standards are designed to ensure students have the functional reading competencies needed to read independently and fluently throughout their work in the Reading System. Standard III is designed to develop the student's ability to recognize and understand contractions and common abbreviations. Standard IV, Reference Skills, teaches students how to read and use print and electronic reference sources. Standard V, Life-Oriented Terms and Symbols, teaches the student vocabulary and reading skills required for a variety of forms that may be encountered, such as tax forms, employment applications, and leases. Finally, Standard VI, Literary Skills, is designed to broaden students' reading ability and knowledge of literary concepts in poetry, drama, American literature, and world literature.

Placement and Prescription in the Reading System

Pace Learning Systems utilizes small student successes in order to help students and programs achieve great successes. Failure in learning activities tends to create more failure. In the same way, success breeds success, and over time, individuals can develop a cycle of success in learning activities. This is the principle behind our motto: Nothing Teaches Like Success®.

Students who experience success and see their progress tend to achieve learning goals more quickly, because they have the necessary motivation. They expect to succeed, so their success comes more easily. For this reason, student placement is crucial to maximizing student success and learning, while minimizing time spent achieving learning goals, whether students are learning to read and write or preparing for high school equivalency testing.

For students to have the success they need to progress at their optimal pace, any instruction or supplemental instructional materials they receive must work with their current competency levels. A learning and teaching approach that individualizes instruction and carefully places students in order to ensure immediate success can have a dramatically positive effect on student and program achievement.

The Reading System is self-instructional in nature and requires an independent reading level of 5.0 or higher in order to ensure successful learning in Standard I, Vocabulary Skills. This measure should be verified by a standardized reading assessment. The recommended system progression below shows where Reading fits in the Accelerated Learning Lab curriculum. Reading is one of the core basic skills areas. It should be administered to students as one of the first four systems taught in the Accelerated Learning Lab, alongside Spelling, Language, and Basic Math before students begin work in Writing, Advanced Math, Science, and Social Studies.

Order of Instruction	***Content Area***	***Reading Functional Level***
1st - 4th	Spelling	2 - 5 (avg. 4)
1st - 4th	Language	5 - 6 (avg. 5)
1st - 4th	Basic Math	5 - 6 (avg. 5)
1st - 4th	Reading	5 - 9 (avg. 6)
5th - 6th	Writing	5 - 7 (avg. 6)
5th - 6th	Advanced Math	5 - 7 (avg. 6)
7th - 8th	Social Studies	6 - 10 (avg. 8)
7th - 8th	Science	6 - 11 (avg. 8)

For a complete list of commonly used assessment scores relating to the Reading System, visit pacelearning.com. If you are unsure of your student's reading level, contact Pace Learning Systems for assistance. Pace offers prerequisite reading programs for the Accelerated Learning Lab curriculum, for students who have not reached the recommended reading level. Our Individualized Reading Instructional System is geared toward the low level or non-reader, and the Reading At Your Own Pace program focuses on the student reading at the third through fifth grade level.

The Instructor's Role in Administering a Pace Learning System

Your objective in using this Pace learning system is to help your students achieve significant improvements in their reading skills. It is important to notice and acknowledge the students' progress, being sure they are aware of the improvements they have made every step of the way. Students respond to encouragement and positive statements about their performance; they are motivated to learn by your attention and interest. In addition to your role as Instructor, you fulfill other roles such as motivator, counselor, positive reinforcer, learning manager, and mentor. What you say to your students carries considerable weight. Your reassurance and encouragement are vital to your students' success.

The self-instructional, tutorial design of the lessons allows Instructors to see themselves as learning managers rather than as didactic teachers. The focus is on proper diagnosis and assignment, efficient classroom management, and observation of learning behavior and the learning environment. This focus frees up the Instructor to monitor, motivate students, provide feedback, and make adjustments. It also allows the Instructor to guide individual students who need help, when and where help is needed most.

As a Learning Manager, you are responsible for the efficiency of your classroom as well as the results of instruction. For this reason, the Reading System is well-organized and embodies sound learning theories and practices. A Pace learning system also employs a systems approach to teaching. Students may enter the program at any time, receive instruction to achieve specific objectives, then exit when they have met those objectives. Instruction is designed and sequenced so that skills and knowledge can be developed, practiced, and mastered.

In addition, program accountability features allow Instructors to examine problems systematically so that they can make adjustments to instruction or implement remediation plans. This system also offers an evaluation checklist, which you can use to make such observations and adjustments. See Appendix C to review the Evaluation of a Pace Learning Lab checklist. This checklist can help you recognize and inventory positive characteristics of the learning environment, as well as positive behaviors of the Learning Manager and students.

In order to be a more effective Instructional Manager, you will want to read this Instructor's Guide thoroughly and familiarize yourself with all of the components of the Reading System. This will enable you to assess your students' needs accurately, maintain efficiency and productivity in your program, and provide students with a high level of instructional assistance as they progress through the system.

First Steps Using the Reading System

Before beginning to implement the Reading System in your program, there are a few steps you will want to take to help you get started. First, use the Component List to check your materials. A copy of this document can be found in Appendix A. The Component List separates the items into management materials and lessons. Review the management materials and store them appropriately. Tests and Answer Keys should be secured and placed in an easily accessible location for the Instructor. Contact us at (800) 826-7223 if you have questions or need assistance when checking your materials against the Component List.

Next, take time to review this Instructor's Guide and familiarize yourself with the system process. This will enable you to gain insight and confidence in implementing your program.

Finally, use the section of this Instructor's Guide entitled The Five Steps, located on page 10, to take you successfully through each step of the Reading System.

We hope that this guide and the Reading System will be valuable resources to you in reducing your training time and costs, as well as increasing the effectiveness of your program.

Find Out More

Visit us online at **pacelearning.com** to:

- Get answers to your questions regarding the implementation and use of a Pace learning system
- Reorder instructional materials
- Receive information about other Pace Learning Systems products
- Find valuable teaching tips for your classroom
- Sign up for our professional development webinars

Features of the System

- **Individualized**

  The student's individual education plan is called a Study Schedule. It is developed from the diagnosis of each student's strengths and needs before instruction begins. Students work on only the competencies or skills that they have not yet mastered.

- **Mastery-Based**

  This mastery-based system consists of learning objectives that define the intended results of instruction. Student progress is measured by Mastery Tests given at the end of each lesson. Therefore, Instructors and programs can be evaluated based on student progress and student achievement over time.

- **Self-Paced, Self-Instructional**

  Students learn independently and at their own rate of learning. Most students progress rapidly, since they are not hindered by difficult text or by other students. Because the lessons are self-instructional, the Instructor has more time to interact with individual students or small groups of students.

- **Programmed**

  Instructional materials are presented in a programmed instruction format. Subject matter is presented in small steps, called Frames, using simple language that the student can understand and master. Lessons require active, constructed responses, which are given immediate feedback. This assists the student and Instructor in quickly identifying and overcoming learning breakdowns.

- **Flexible**

  This program is designed to be flexible in meeting the requirements of the students and the Instructor. Not all educational programs are the same; likewise, each student has his or her own individual learning style. Lessons may be followed sequentially or may be explored in other ways appropriate to a particular program or student population. For example, you may choose to apply an integrated approach to your instruction in order for your students to make connections between ideas and concepts across multiple subject areas. Additionally, Instructors are encouraged to include additional materials and activities as part of the instructional program.

- **Interactive**

  Students are actively and continuously involved in the learning process. They interact directly with the material by writing their responses to the tutorial teaching frames on a separate sheet of paper and by completing other lesson-related activities, such as the lesson worksheets.

- **Reinforcing**

  Students receive constant, positive feedback in the lessons by self-checking their work after each page. This immediate feedback continuously reinforces their understanding of the concepts and skills taught.

- **Motivating**

  Because the instructional material is written, organized, and sequenced carefully, students can master it easily. They will succeed and recognize their accomplishments through consistent accuracy of their written responses throughout the lesson, the Practice Test at the end of the lesson, as well as the end-of-lesson Mastery Tests. Often, students start scoring 90% and 100% for the first time in the history of their learning careers. Successful learning experiences enhance students' self-confidence and help in motivating students. After successfully completing the Reading System, students receive a Certificate of Achievement for their accomplishments.

- **Accountable**

  The information detailed on a student's Study Schedule provides the means for monitoring and documenting a student's progress and performance. This form is used to record time and dates worked on lesson and worksheets, lesson and worksheet completion dates, and test scores. Mastery Tests evaluate a student's mastery of each lesson, and Posttests measure competencies gained over the course of the completion of the program. The Evaluation of a Pace Learning Lab, found in Appendix C of this guide, assists in making an objective assessment of the Learning Manager, the students, and the learning environment.

Pace Learning Systems' Approach to Instruction

With a Pace learning system, students work on only what they need and at their own functional levels and individual rates of learning. The structure of the program encourages students to become self-directed and take responsibility for their learning. With a Pace system, the teacher is a facilitator who coaches and mentors students through the process and who consistently reinforces their progress and success.

One of the first steps in using the Reading System is to assess the strengths and weaknesses of each student. The next step is to develop a plan to meet the particular needs of each student with a personalized plan of instruction, or prescription. Students learn concepts and skills in small, manageable steps as they proceed from simple to more complex tasks. Through frequent feedback and reinforcement during this process, students experience success at every step. The commitment of Pace Learning Systems is to provide "fail-safe" learning for all students.

What characteristics make up effective individualized instruction? First, it must have well-designed instructional materials. Second, it must be delivered to the students in a format that allows a student to be successful through every stage. A Pace learning system has both of these components: lessons which feature instructionally sound principles of programmed learning, along with our unique delivery method called a "systems approach to learning" and the "systems approach" to instructional delivery.

Principles of Instruction Basic to Pace Learning Systems

Educational research indicates that most students who experience early and consistent success in learning continue to succeed. Research also shows that students who experience consistent failure in learning continue to fail and may give up on learning altogether. Successful learning experiences, not experiences ending in failure, enable students to reach skill mastery. Pace learning systems are designed to provide students with successful learning experiences.

The unique format employed in a Pace learning system is referred to as "programmed instruction." The resulting interaction between student and instructional program is referred to as "programmed learning."

Programmed instruction is designed with small, manageable steps called Frames. There is never too much text on a page; the content is easy to approach and doesn't overwhelm the student. This "framing" of instruction promotes an even, consistent progression.

By working through instruction that is carefully constructed, or programmed, students can acquire and master new skills and knowledge with few errors. Throughout the

instruction, students experience success rather than failure. Students learn efficiently as they work through a series of small, manageable learning tasks.

There are five basic principles of learning found in Pace Learning Systems' programmed instructional lessons. These principles are:

1. Small Steps
2. Active Responding
3. Immediate Feedback
4. Self-Paced Instruction
5. Validation Data

Small Steps

Unlike students in a traditional classroom – who are expected to digest an entire chapter of material covering numerous skills, sub-skills, and concepts all at once – students learning with a Pace learning system read and interact with small, "bite-sized" portions of instructional material. A Pace learning system lesson focuses on a specific competency or set of related skills. Lessons are presented in small segments of instruction called Frames. Students proceed through each lesson, interacting with the content taught frame by frame.

Active Responding

When students respond while learning, they learn more quickly and are able to retain concepts and skills longer. Pace tutorials require active, constructed responses throughout the lesson. In all of the Pace learning system lessons, a variety of interactions are present to ensure active responding. Active, constructed responses keep students involved with the material they are learning.

Immediate Feedback

This principle is key to the success of a programmed lesson. The secret is that feedback (either corrective or reinforcing) is immediate; it is not too far removed from the student's constructed response. Students learn best when they can check their answers immediately after responding. This feedback is important because it confirms that the student is on the right track for learning. Feedback in the lesson is constant and positive. Frequent feedback, practice opportunities, and instructional reinforcement of key concepts help students to become fluent in their skills.

We have found that feedback should be built-in at all possible points in an instructional program or learning activity – embedded within tutorial material (constructed response, immediate feedback within the lesson), at the competency level (short term, skill mastery/fluency with Practice and Mastery Tests), and at the course level (long-term learning goal with the Posttest). At all times, students see and feel their progress, and they understand how their learning activities apply to their greater learning goals.

Self-Paced Instruction

Students have their own rate of learning. Students will proceed either more rapidly or more slowly than others. If the pace of instruction is too fast or too slow for students, they may not learn as well as they can when they work at their own optimal rate of learning. With Pace learning systems, students can work at their own pace, even as that pace changes by day, time of day, or content topic.

Validation Data

Finally, as students work through lessons, they generate performance data for evaluating and validating learning. If the data show that students are not successfully meeting the objectives of a lesson, Instructors can explore the reasons for the students' failure. Some factors affecting performance may be a student's functional reading level, classroom management procedures, or inaccurate testing and prescribing.

In keeping data on a student's performance through the lessons, an Instructor can validate whether the student is making progress. The results of the Practice Test and Mastery Test at the end of a lesson determine whether students have mastered the skills and concepts taught in a lesson.

A Systems Approach to Teaching

A Pace learning system is unique in its instruction and in its method of delivery. Both the method of instruction and the method of delivery contribute to success in individualizing instruction. A Pace learning system utilizes programmed instruction, but the framework by which the instruction is provided is called a "Systems Approach" to teaching.

Certain characteristics come to mind when we describe familiar systems such as transportation systems or computer systems. One definition of a system is "an organized process by which parts work together to achieve a plan, goal, or an objective." Additionally, effective systems of any type include assessment, management, and evaluation. Pace Learning Systems applies these characteristics of a system to the processes of teaching and learning.

The Five Steps

The five steps in operating a Pace learning system are as follows:

Step 1: Orientation
Step 2: Diagnosis
Step 3: Prescription
Step 4: Instructional Management
Step 5: Evaluation

Step 1: Orientation

Orientation is an important first step in a systems approach to teaching. With this step, you promote the students' enthusiasm for and commitment to the program. You also help students to define their educational goals. You establish a positive working relationship with students so that they will trust you to help them with their needs. In addition, you familiarize students with your program's goals and inform students of program policies and procedures that lay the foundation for classroom management. During orientation, you gather information from students, have them complete necessary paperwork, and prepare them for Step 2.

The following is an outline that may assist you in preparing for your students' orientation:

I. Your Program

Consistently, Pace learning systems produce the results for which they were designed. You should plan, implement, and operate an efficient program. This requires the administration and the teaching staff to take an active role in establishing program objectives, policies, and procedures that ensure the success of the education program and, in turn, the success of its students.

A. Establish rapport with students and enlist their enthusiasm (ongoing throughout the program).
B. Explain your program objectives.
C. Complete personal and program data forms.
D. Help define student objectives (ongoing throughout program).

II. Instructional Setting

A. Explain how a Pace learning system works.
B. Identify student and Manager responsibilities.
C. Post and review class rules and procedures.
D. Give an overview and directions for pre-instructional assessment – the Pretest.

Early efforts to build enthusiasm and commitment will pay off consistently. "Sell" the program with genuine enthusiasm. How you describe this program to a new student is

of key importance. You should present the program as the student's resource – a resource designed to help them teach themselves the skills they need to learn, grow, and achieve learning goals.

Below is an example of an orientation script you may use to assist in the orientation of your students to the Pace program. Please note, it is important that you tailor the following script for use in your particular program – your orientation should not seem scripted to the student. You should not read from this script during orientation. Instead, you should orient your students to the program with genuine enthusiasm for their opportunity in this class and the system they will be using to learn.

> "Good morning, my name is (Ms., Mr., Mrs.) _____, and over the next few days I'm going to help you get started in a new program that will teach you the basic skills you will need to become an independent learner. Everyone has a set of skills they can work on to improve or new things they can learn. The goal of this class is to learn new things, or review and master academic skills you will need to reach higher levels of achievement. When you have completed this program, you will be capable of learning anything you might want or need to learn, and you will be able to do so independently.
>
> The program that will be part of your training here is called a Pace learning system (p-a-c-e), and it is going to work for you because it is specifically designed for you and your fellow students. The program is called "Pace" because you are given the opportunity to work at your own pace. Students who are allowed to work as slow or as fast as needed to suit their learning needs are more likely to learn efficiently and effectively.
>
> While this program teaches certain academic skills you will need moving forward, it also teaches you to learn independently and take responsibility for your own learning. The program is not designed to "test" you. It is designed to quickly direct you to the skills you need to move up the educational ladder, and to help you effectively teach yourself those skills.
>
> I'm confident that you will succeed!
>
> What a Pace learning system offers you is unique. There are a few ways this program is different from traditional classes, and they are important to review.
>
> The first difference is me, your teacher. I will not usually stand in front of you teaching chapters from a textbook, lecturing, and writing on the board. My main role is to be your guide as you learn independently, and to help you manage your learning activities. I will always give you help when you need it, give you guidance and encouragement like a coach, and manage the classroom and resources.
>
> If there is a concept or skill you do not understand, I will work hard to help you understand it. It is important for you to ask for help when you need it. While you should never hesitate to ask for assistance, you should also actively work to understand problems you encounter. You should always do your absolute best.

You will be responsible for working through assignments independently, and at a speed or pace that is most comfortable for you. There won't be any pressure to "keep up" with the group. Alternatively, there won't be any delay waiting for classmates to keep up with you. You can move successfully through your own program, at your own best rate of learning. You should work hard to improve your rate of learning and you should be consistent in your efforts. I will assist you in reviewing your work and finding ways to improve.

This class is oriented to the individual. While we may work in groups, discuss certain things, and work together at times, group comparisons won't usually be made. Each of you has knowledge and interests that are yours alone. Each of you also has your own life, decisions, and consequences. Therefore, while you are all in this class to learn the same general skills, you probably have different long-term learning goals which relate to who you are as an individual. It is important that you are given an opportunity to take control of your own learning and gain more control of your own future, within the class procedures and rules. The goal is for you to work independently as much as possible – this way, you will be more likely to successfully use what you have learned in other activities.

Each of you will have a personalized plan called a Study Schedule. On the Study Schedule will be the names of lessons you will work through to learn the skills you need. After working with this program for a while, you may also be given the opportunity to skip assigned lessons teaching the skills you've already mastered, in order to speed up your progress. We will work together to record your progress on your Study Schedule. This tool will help us keep track of what you are learning and how quickly and effectively you are progressing.

Again, you won't be using a standard textbook. The lessons you will work through are designed to guarantee you succeed if you use them as directed. Knowledge and skills are taught in a series of small steps, leading you from simple to more complex tasks. It's like learning to ride a bike: you shouldn't jump on the first time and pedal five miles through mountainous terrain. It's a lot easier to learn quickly if you're only asked to manage and master a small step at a time.

This is why instruction in lessons for this class is broken down into small, numbered parts called "frames." While you are working through a lesson, you will be continuously informed about your progress through a work process called "Read, Write, Check." With self-pacing and self-checking as directed, minutes won't pass without your knowing whether you are on the right track for learning. This makes learning easy, fast, and enjoyable.

You will be given tests along the way to help us both gauge your progress. While these tests are graded for correct or incorrect answers, you cannot "fail" them. They are designed to help us both adjust your learning process so you can learn more quickly and effectively. During these tests you will be given as much time as you need, because accuracy will be very important. The results will be used to determine or adjust your course of study. On an ongoing basis, we will map out your plan of study and establish what skills you need to learn.

I would like for each of you to make a commitment to this program, just as I am making a commitment to help you in your learning and skills development. I ask you to apply yourself to this program in four ways. Let's look at the word “pace” – spell it out, “p-a-c-e.” Each letter represents an action I will personally commit to. I would like for you to think about each letter and what it represents, and make this commitment as well. If you do this, you will get the most you can out of the time you spend in this class.

P = Participation. Each of you has already shown some commitment today by being here and completing the program requirements. You must regularly attend class. Participation also involves following the directions carefully for working through the lessons, following class rules and procedures, and making sure to ask for help when you need it. Finally, participation means thoughtfully contributing to class discussions when asked.

A = Attitude. You must commit to a positive attitude. You're doing that right now by listening respectfully to me as I talk, without being disruptive. Showing respect for others, property, yourself, and your work demonstrates a positive, productive attitude. Having a willingness to try something new and believing you can learn and succeed will help you get where you want to go. A consistently positive attitude will improve your outcomes dramatically in anything you do.

C = Cooperation. This class requires that you cooperate with your teacher and class members. To have the privilege of working in this class, you must demonstrate both responsibility and maturity through cooperation. Cooperation also means using the materials as directed. Using the materials in any way other than how I demonstrate will slow your progress.

Finally,

E = Effort. Do your absolute best. Stay on task and work quickly and quietly, and you will achieve and succeed in this course. As an Instructor in this program, I am here to assist you each step along the way. My goal is for you to learn successfully on an independent basis as much as possible. This will give you the confidence you will need to advance your education and continue to learn beyond this program. When you don't understand something or can't work through a problem, raise your hand and I'll help you. Your success will come naturally if you are able to listen well, work hard, and be consistent."

Step 2: Diagnosis

With this step, you make a preliminary assessment of each student's functional level. By administering the Reading Pretest, you can determine each student's strengths and weaknesses. Diagnosis provides the data for developing the student's individual training or education plan. Before beginning Step 2, you may wish to secure a file folder, preferably one with pockets, for each student’s work and Study Schedules. You may keep the folders in a file drawer or box, filed alphabetically by class.

Depending on your student population, you may choose to place students in the Reading System in one of three ways:

- Diagnosing students' instructional needs based on the results of the Pretest.
- Using the results of students' performance on a standardized test.
- Using your knowledge of students' deficiencies in reading to diagnose their instructional needs.

You may also use a combination of any of the three diagnostic methods mentioned above.

Pretest

The Pretest is a criterion-referenced, multiple-choice test that helps to determine students' mastery of the skills taught in the Reading System. The Pretest has no time limit. It has 183 test items. Although there is no time limit, you should allow approximately two hours for students to complete the Pretest. If you wish, you can administer the Pretest over several class periods.

The Pretest answer sheet is divided into six parts, one for each instructional standard in the Reading System. The six Reading standards are:

1. Vocabulary Skills
2. Comprehension Skills
3. Abbreviations and Contractions
4. Reference Skills
5. Life-Oriented Terms and Symbols
6. Literary Skills

You may instruct your students to complete the Pretest standard by standard. This will help you control which parts of the Pretest your students complete in a given class period. Often you will find increased effort on the part of the student, as well as more accurate test results, if you give the test in parts or by standard.

NOTE: The Reading Pretest and Posttest are interchangeable. Either test will adequately determine students' deficiencies in Reading.

Before administering the Pretest, encourage students to do their best so that the results of the Pretest are accurate and indicate only the instruction they truly need. You should stress the importance of reading each test item carefully before marking an answer.

Administering the Pretest

1. Give students a copy of the Pretest, a Pretest/Posttest answer sheet, and a pencil. Instruct students to wait until you tell them to begin. Ask students to circle the word for either Pretest or Posttest—whichever you are administering—in the top, right-hand corner of the answer sheet. Also, instruct the students to write answers on the answer sheet only. They should not write on the test itself.
2. Instruct students to fill in the circle on the answer sheet that corresponds with the answer they choose for each test answer.
3. Tell students that they should not guess at an answer if they do not know it after careful consideration of the choices.

When students finish the Pretest, score their answers using the Pretest or Posttest Answer Key. Use these results to develop each student's Study Schedule—the student's individual education plan.

Standardized Test or Your Judgment

If you have a record of your students' performance on a standardized test, you may use this information to help in diagnosing students' instructional needs. Match the competencies for which each student should receive instruction with the appropriate lessons in the Reading System (Call Pace Learning Systems at 800-826-7223 to ask about a correlation of our materials for a specific standardized test).

If you know your students well enough and have knowledge of their previous reading instruction, you can diagnose students' instructional needs based on your judgment as an Instructor.

Refer to the listing of competencies for Reading in Appendix B of this Instructor's Guide to inform your selection of the lessons that are appropriate for each student.

Step 3: Prescription

After you have completed the diagnosis and identified skills requiring remediation, you are ready to begin the prescribing process. Prescription identifies instructional materials or lessons needed to remediate the student's weaknesses.

During the prescription phase, you prepare each student's Study Schedule. The Study Schedule lists all of the lessons the student needs to complete. Generally, students work through their Study Schedules in the order in which the lessons are listed. The lessons are sequenced to follow the most practical instructional order for the skills taught.

Prescribing Using the Pretest

If you chose to administer the Pretest before students begin the Reading System, you should have before you each student's:

- Scored Pretest or Posttest answer sheet
- Study Schedule – with student's name, date, and the box checked indicating which test was taken

To determine which lessons each student should complete, follow these steps:

1. For each item on the Pretest or Posttest that a student answered incorrectly or not at all, locate and circle the corresponding number on the Study Schedule. Pretest item numbers are located on the Study Schedule under the heading Test Item Number.

2. If you circle one or more of the items listed under the Test Item Number heading for a particular lesson, circle the number of that lesson in the next column titled Lesson Number on the Study Schedule. This lesson becomes part of the student's instructional prescription. Students will complete each lesson that is circled on their Study Schedules.

Prescribing Using the Results of a Standardized Test

You may choose to prescribe a student's Study Schedule from the results of the student's performance on a standardized test. Identify the competencies for which each student needs instruction and match those competencies with the appropriate Reading lessons on each student's Study Schedule. Circle the corresponding lesson numbers in the column titled Lesson Number on the Study Schedule.

Pace Learning Systems has developed a number of correlations between standardized tests and our learning systems, including Tests of Adult Basic Education (TABE) 9 & 10, the Wonderlic GAIN assessments, and others. Call Pace Learning at 800-826-7223 to ask about a correlation of PLS materials with the standardized test your students have taken.

Prescribing Using Instructor's Judgement

If you know your student well, you may already know of particular lessons to be prescribed. In addition, if your student is attending other classes, you may wish to consult with that Instructor as to which competencies the student will need in order to do well in that class.

Step 4: Instructional Management

With the information compiled on the students' Study Schedules, you are prepared to facilitate the students' work in the lessons. Once their Study Schedules are prepared, students begin working through their assigned lessons. Students work independently

and at their own speed. The Instructor monitors the students' progress, reinforces on-task behavior, gives support and assistance, and interacts positively with students as their coach, mentor, and tutor. The lessons provide instruction, and the student sets the pace of this instruction. The Instructor manages the learning process, the students, and the classroom resources.

The lessons in the Reading System are numbered in a logical instructional sequence and are listed in this sequence on the Study Schedule. The lesson number is always a three-digit number, and the first digit will indicate the standard that the lesson belongs to. We recommend that students complete the prescribed lessons in the order in which they appear on the Study Schedule. Familiarizing the students with how the Reading System works is crucial to their receiving the optimum benefits from the instruction.

Study Schedule

The Study Schedule is the student's individual prescription for instruction, as well as a record of the student's progress and performance throughout the Reading System. On the Study Schedule, you will document the following:

- The student's work in the lessons and worksheets, including dates worked on, time spent, and date completed
- Mastery Test scores
- Supplemental materials and activities assigned to the student
- Notes about the student's progress or performance

First, in the column marked Dates Worked On, you will list the month and dates the student worked on each particular lesson. Next, you will record the amount of time the student has spent on each lesson, measuring the total time in 15-minute increments. Also keep track of the student's progress on the worksheet assigned for that lesson, including dates worked on, time spent on the assignment, and the date the assignment is completed.

The last column on the Study Schedule includes spaces to write down the score for Mastery Test A and Mastery Test B of each lesson. After administering one of the two Mastery Test forms, you will record the student's score in the appropriate blank. If the student's score for that test is below a 90 and the student requires remediation and re-testing of mastery in that lesson, you will then also record their test score for the second Mastery Test in that lesson in the appropriate blank. Under the heading labeled Date Completed, write the date the student passed the Mastery Test with a score of 90 or above.

On the following page, you will find an example of the Study Schedule. Be sure to read the directions on the Study Schedule before prescribing any instruction.

Pace Learning Systems
Nothing Teaches Like Success©

Reading

Study Schedule

Student's Name: C.J. Miles **Date:** 8/27/2015

Directions to the Instructor: In the column labeled Test Item Number, check the name of the test the student completes (Pretest or Posttest). Then circle the number of each test item missed or left blank. If the student misses one or more test items in a block, circle the number of the lesson that appears in the next column titled Lesson Number.

Directions to the Student: Complete the lessons whose numbers are circled in the order they are listed. 1. Find the lesson with the same lesson number and title in the **Reading** system. 2. Read the page titled "To The Student," and follow the directions to complete the lesson and the practice test. 3. Enter the date(s) you work on the lesson and the date you pass the mastery test. 4. Each section of a lesson has a worksheet you should complete. Record the date you complete the worksheet on this document. 5. Enter the date(s) you work on the lesson and the date you pass the mastery test. 6. Ask your instructor to enter the mastery test score on your Study Schedule.

Test Item Number ☑ Pretest ☐ Posttest	Lesson Number	Standard I **Vocabulary Skills**	Dates Worked On	Time in Lesson	Date Completed	Mastery Test Score
1 (2) 3	(101)	Prefixes: Unit 1	8/27 8/28	90'	8/28	A 90 B____
		Worksheet Prefixes: Unit 1	8/28	30'	8/28	
(4) 5 (6)	(102)	Prefixes: Unit 2	8/29 8/30	90'	8/30	A 90 B 80
		Worksheet Prefixes: Unit 2	8/30	30'	8/30	
7 (8) 9	(103)	Prefixes: Unit 3	9/2 9/3	75'	9/3	A____ B 90
		Worksheet Prefixes: Unit 3	9/3	15'	9/3	
10, 11, 12	111	Suffixes: Unit 1				A____ B____
		Worksheet Suffixes: Unit 1				
13, 14, (15)	(112)	Suffixes: Unit 2	9/3 9/4	75'	9/4	A 90 B____
		Worksheet Suffixes: Unit 2	9/4	30'	9/4	
(16) (17) 18	(120)	Synonyms, Antonyms and Figures of Speech	9/5	60'	9/9	A____ B 100
		Worksheet: Synonyms, Antonyms and Figures of Speech	9/9	30'	9/9	
(19) (20) (21)	(125)	Definitions and Explanations	9/9 9/10	75'	9/10	A 100 B____
		Worksheet: Definitions and Explanations	9/10	30'	9/10	
22, 23, 24	130	Clue Words and Phrases in General Context				A____ B____
		Worksheet: Clue Words and Phrases in General Context				
(25) (26) (27)	(135)	Word Classifications	9/11	45'	9/11	A 100 B 80
		Worksheet: Word Classifications	9/11	15'	9/11	
28, 29, 30	140	Word Analogies				A____ B____
		Worksheet: Word Analogies				

Lesson Layout

In a whole class setting, point out to students the features of the lessons and discuss how they should proceed through a lesson.

1. The “To the Student” page is part of assigning the responsibility of learning to the student. Learner-centered instruction is a core concept in Pace learning systems. The balance between providing instructional support and maintaining the student’s learning independence is a crucial factor in how the Learning Manager can use the instructional format featured in this Instructor’s Guide.

   The student takes ownership of the instructional material or program, with support from the Learning Manager or “facilitator of learning.” The program is their resource, not designed to test them, but designed to help them teach themselves the skills they need to achieve their learning goals.

2. Each Reading lesson is divided into numbered Frames of instruction. Students read the information in each Frame and, when they reach a blank, they write their response to the blank on a separate sheet of paper. After writing an answer for all the blanks on a page, students check their answers by looking in the answer box at the top of the next page.

   This process introduces the student to self-pacing, self-instruction, and self-assessment in small, achievable steps. Numbered frames allow for analysis of fluency, or efficiency of learning, rather than just mastery. This “Read, Write, Check” process for self-study:
   - promotes consistent progress and gives a sense of “movement”
   - holds the student responsible for learning
   - allows for precise identification of learning breakdowns
   - requires the student to learn to discriminate correct from incorrect
   - reinforces a correct response
   - allows the teacher to assist when and where they are needed most

3. At the end of each lesson, students are directed to complete a lesson worksheet. A lesson worksheet may include questions to be answered or an activity to be completed.

4. The last page of each lesson is a lesson summary. The Summary reinforces the main points of the lesson and highlights important details that the students should know.

The Workpage

Working through this program, students will write their responses to the frames of a lesson on a separate sheet of paper. To distinguish lesson work from test answer sheets, we refer to a lesson answer sheet as a "Workpage."

At the time you familiarize students with the format of a programmed lesson, you may also wish to explain to them the use of the Workpage. There are specific suggestions for directions to give students for using the Workpage:

"Before beginning work in a lesson, write the lesson number and lesson title in the top left-hand corner of the Workpage. Write your name and the day's date in the top right-hand corner of the Workpage."

1. "Beginning with Frame 1 in the lesson, write the number one (1) on your Workpage."
2. "When the frame contains only information to read and no blank, draw a horizontal line next to the number for that frame. If the frame contains one response blank, write your response to fill the blank next to the frame number on your Workpage. If the frame contains more than one blank, list the response to each blank one under the other. Continue to write the number of each frame in the lesson and the corresponding answers."
3. "After completing a page in the lesson, check your answers immediately by looking at the answer box at the top of the next page. Be sure you understand why your answers are correct or incorrect. If you have written an incorrect answer, do not erase it. Draw one line through it and write the correct answer next to it on your Workpage. Read the frame again to figure out what makes the correct answer correct. If you have trouble understanding an answer, raise your hand and I will help you. It is acceptable to make mistakes as you work through the lesson; that is part of learning."

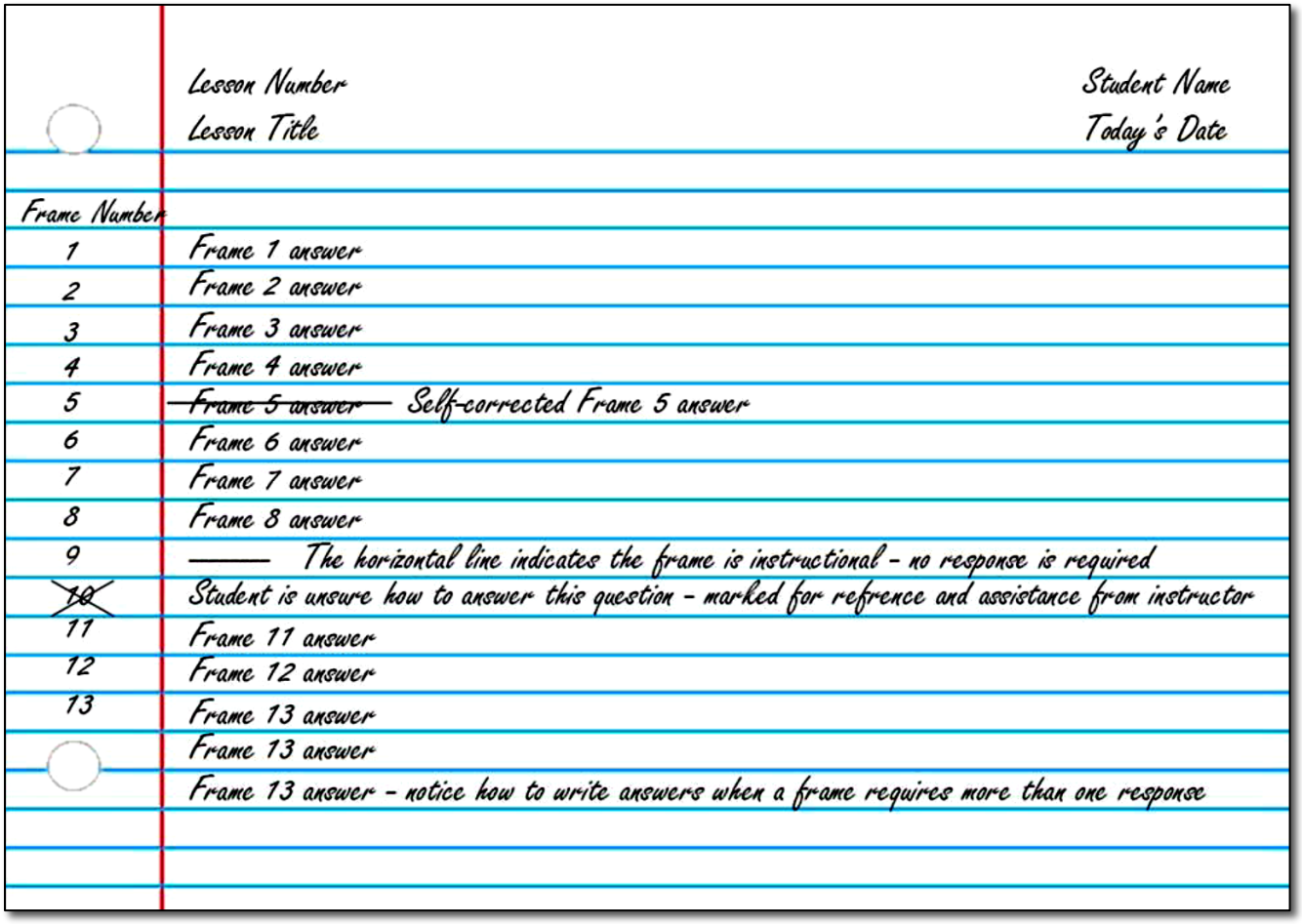
NOTE: You may have students use a blank sheet of paper to cover the right-hand page as they work through the frames on the left-hand page. This helps some students to focus on one instructional frame at a time.

4. "If you are unsure how to answer a question, mark the number of the question on your Workpage with an X, and raise your hand to signal that you need help with the question.
5. "When you complete a lesson, you should have written down your response to all the blanks in the lesson on your Workpage. You must show all your work in the lesson on your Workpage. You should then complete and self-check the Lesson Practice Test at my direction."

You may find it beneficial to display an example of a Workpage on poster board in the classroom. You can use it to demonstrate to students how you expect them to use the Workpage as they complete the lessons on their Study Schedule.

Reviewing all of a student's work on his or her Workpage at the completion of a lesson is valuable to your successful management of the student's learning. The number of answers a student crosses out and rewrites, in addition to answers to the Practice Test, will indicate whether she or he grasps the concepts and skills and is ready to take the Mastery Test for that lesson.

Using this standard format to work through lesson material, the “Read, Write, Check” work process will become dependable for the student. This will assist students in understanding the instructional objectives. This format will also assist you, the Learning Manager, in easily reviewing student work, and easily locating areas of learning breakdown or misunderstanding. You and the student will be able to quickly identify and focus on the student’s specific areas of instructional need within the lesson objective.



Reproducible Lesson Worksheets

The Reading System includes reproducible lesson worksheets for all the lessons in the system. These worksheets:

- Broaden students' understanding of the content in each lesson
- Extend and reinforce the concepts and skills in each lesson

Within each lesson, students are directed to stop and complete a worksheet. You should check the students' worksheets to determine if they need to review, and you should provide feedback about their performance. Students should review the lesson and the lesson worksheets they just completed, along with your feedback, before taking the Practice Test.

You may choose to have all students complete all lesson worksheets regardless of which lessons they are prescribed. A student's satisfactory performance on the worksheets for each lesson reinforces a diagnosis that she or he has mastered the skills related to a particular lesson and provides her or him with additional practice.

Lesson worksheets can also be utilized separately from the lessons, depending on your program's organization and your own teaching preferences. You may have students work in small groups to complete a worksheet. You may use a worksheet as the basis for a class discussion. You may choose to include the students' completion of worksheets as part of a daily or weekly progress assessment or evaluation. In these cases, make sure students know to proceed past the worksheet stop points in each lesson.

Passages

Passages consists of a series of leveled reading passages beginning at the fifth-grade independent reading level (500s, RFL 5.2-5.9) and moving through the twelfth-grade reading level (1200s, RFL 12.0-12.5). As students develop reading competencies through their prescribed tutorial lessons, they develop comprehension skills with progressively complex text through Passages. Passages activities should be assigned as an ongoing supplement to each student's Study Schedule as soon as students complete Standard II, Comprehension Skills.

It is preferable to use standardized test results that indicate students' independent reading levels to place students at the appropriate level in Passages. When using standardized test results for placement into Passages, it is best to use conservative judgment. For example, if a student's standardized test score indicates a reading level of "6.8 Grade Equivalent", the student should begin with Passage 610 (RFL 5.9) instead of Passage 650 (RFL 6.8).

If standardized test results are not available, you may use the following procedure:

> Place students in Passages 500. Use the provided grade level progression, along with recommended timed reading speeds, to find the appropriate placement for the student through the first few exercises. For example, students reading well above the recommended silent reading speed of 173 words per minute on Passage 510, and scoring 90-100% on the Passage Test, should be assigned to Passage 610. Repeat this process until students are near the recommended range for reading speed at that level, or until students fail to complete a Passage Test with 90-100% accuracy – students should complete all sequential passages at this level, as well as all remaining passages at subsequent levels.

On each student's Study Schedule, you may choose to record where specific passages are used in conjunction with prescribed lessons. Reading times, Passage Test scores, and comments for Passages activities should be recorded on the Passages Reading Record insert for the Reading Study Schedule.

Use the reading level chart provided on the following page to make informed decisions about Passages assignments.[1] The chart gives recommended silent reading rates by grade level. These reading rates are guidelines only and should be used in conjunction with knowledge of each student's needs and functional level, either from the student's work in the Reading System or from other standardized measures. They will provide progressively complex text, which can be used to develop comprehension skills with text similar to that found on high-stakes HSE tests and in introductory college courses.

[1] Flesch-Kincaid Reading Grade Level is one of the objective measures of text complexity recognized by College and Career Readiness Standards.

The following table includes recommended silent reading rates (reading fluency)[2], word counts, and Flesch-Kincaid Reading Grade Level measures for each of the Reading System Passages.

Passage Number	Flesch-Kincaid Reading Grade Level	Total Words	Silent Reading Rates	Recommended Reading Time
510	5.2	242	173 WPM	1:30
520	5.2	424	173 WPM	2:30
530	5.5	353	173 WPM	2:15
540	5.7	344	173 WPM	2:15
550	5.9	341	173 WPM	2:15
610	5.9	320	185 WPM	1:45
620	6.2	312	185 WPM	1:45
630	6.5	411	185 WPM	2:15
640	6.6	453	185 WPM	2:30
650	6.8	558	185 WPM	3:15
710	7	341	195 WPM	1:45
720	7.3	358	195 WPM	2:00
730	7.4	445	195 WPM	2:15
740	7.6	493	195 WPM	2:45
750	7.8	539	195 WPM	3:00
810	8	418	204 WPM	2:15
820	8.3	413	204 WPM	2:15
830	8.6	346	204 WPM	1:45
840	8.7	380	204 WPM	2:00
850	8.8	410	204 WPM	2:15
910	9	523	214 WPM	2:45
920	9.1	485	214 WPM	2:30
930	9.3	508	214 WPM	2:30
940	9.6	471	214 WPM	2:15
950	9.8	492	214 WPM	2:30
1010	10.1	533	224 WPM	2:30
1020	10.2	767	224 WPM	3:30
1030	10.4	401	224 WPM	2:00
1040	10.5	527	224 WPM	2:30
1050	10.7	669	224 WPM	3:00
1110	10.9	543	237 WPM	2:30
1120	11.1	821	237 WPM	3:30
1130	11.5	405	237 WPM	1:45
1140	11.7	942	237 WPM	4:00
1150	11.8	757	237 WPM	3:15
1210	12.1	858	250 WPM	3:30
1220	12.2	539	250 WPM	2:15
1230	12.3	643	250 WPM	2:45
1240	12.5	725	250 WPM	3:00
1250	12.5	1,295	250 WPM	5:15

[2]Recommended silent reading rates are referenced from *The Reading Teacher,* Hasbrouck, J., & Tindal, G. A. (2006)

Step 5: Evaluation

The Reading System provides several levels of evaluation: (1) the immediate feedback to the student in the lessons; (2) the student's performance on lesson worksheets; (3) the student's performance on the Practice Test; (4) the results of Mastery Tests (Forms A and B); and (5) the student's performance on the Posttest.

Students should demonstrate mastery of the material in a lesson before proceeding to the next lesson. You can measure mastery of a lesson by evaluating students' Mastery Test performance. Performance on the lesson worksheets gives additional information about students' competency in a lesson topic. Answer Keys for the reproducible lesson worksheets are in a binder labeled worksheet Answer Keys. Record any extra information regarding students' performance on a lesson worksheet on the students' Study Schedules.

Practice Test

Look at the column labeled "Skills Tested" on the Practice Test Answer Key. Determine whether the student missed test items related to a single skill, or had a range of missed items. Check the time the student spent on the lesson material and then review their Workpages and worksheets for that lesson.

Now, you will have a few different options for how to proceed with your student: (1) if the student missed several specific items, have the student rework the corresponding Frames; (2) if the student took too little time on the lesson or did not attend class, have the student repeat the lesson; (3) provide direct instruction, either in class or outside of class time; or (4) try alternative methods.

Mastery Test

The Mastery Test is the primary vehicle for evaluating a student's mastery of the skills and concepts taught in each lesson. Mastery Testing follows the review of the lesson Practice Test.

The performance minimum for Mastery Tests is 90 percent. A score of 90 percent or better on a Mastery Test indicates that a student has successfully mastered the competencies of the lesson and should move on to the next lesson on the Study Schedule. If a student scores below 90 percent on a Mastery Test, he or she should receive remedial instruction in the skills and concepts of the lesson before attempting the alternative Mastery Test Form.

Suggested Mastery Testing Procedure

When students have completed a lesson with accompanying worksheets and have taken the Practice Test, they should take the Mastery Test for that lesson. If time permits, discuss with the student his or her performance on the Practice Test. Encourage the student to review the frames indicated on the Practice Test Answer Key

for any missed test items. This additional review will prepare them for the Mastery Test. Review any incorrect responses, and then administer the Mastery Test.

1. Administer the Mastery Test, either Form A or Form B. (Alternate between the forms of the test to avoid communicating to students a predictable pattern of test administration.) You may also wish to designate a particular location in the classroom where students may complete Mastery Tests. Provide the student with the Mastery Test, Mastery Test Answer Sheet, and a pencil. Direct students not to write on the test itself.

2. Each Mastery Test consists of multiple-choice items. Allow the students to complete the test at their own pace. Generally, however, students should be able to complete the test in 20 minutes or less, depending on the lesson.

3. Score the Mastery Test using the appropriate Mastery Test Answer Key. If a student achieves or exceeds the minimum score of 90 percent on the Mastery Test, he or she may begin the next lesson prescribed on his or her Study Schedule.

4. If a student scores less than 90 percent on the Mastery Test, review with the student the items he or she answered incorrectly. Either have the student complete the lesson again or provide other remediation in the skills and concepts. After this, administer the alternate form of the Mastery Test.

With good classroom management and effective instructional practices, you should expect most of your students to achieve the performance standard minimum of 90 percent on the lesson Mastery Test with their first attempt. If students must consistently repeat lessons and retake Mastery Tests, you should analyze the problem and take steps to correct it.

End-of-System Evaluation

When students have completed all of the lessons prescribed on their Study Schedules, including any related instructional activities, you may wish to have students undergo the end-of-system evaluation, the Posttest.

By comparing the data from student assessments at the beginning of your program with their end-of-system evaluation, you can document the progress students have made.

If a student fails to meet the performance minimum you have set for the end-of-system evaluation, you can use the data from the student’s evaluation to prescribe a new Study Schedule for remedial instruction.

Award each student a Certificate of Achievement upon his or her successful completion of the Reading System. We recommend that Certificates of Achievement be awarded to students at a congratulatory ceremony.

Following the guidelines in the Instructor's Guide will ensure your success in operating the Reading System from Pace Learning Systems. If you have questions, call us at 800-826-7223. We at Pace Learning Systems want to help make teaching and learning a positive and successful experience for you and your students.

Appendix A

Reading
System# CRR6000
Component List

Item Number	Description	Unit	Quantity	Received
CR074020A	Pretest	20/Pkg.	1	☐
CR074020B	Pretest Answer Key	Each	1	☐
CR074021A	Posttest	20/Pkg.	1	☐
CR074021B	Posttest Answer key	Each	1	☐
CR074060A	Mastery Tests, Form A	Set	1	☐
CR074060B	Mastery Tests, Form B	Set	1	☐
CR074061	Mastery Test Answer Keys, Forms A & B	Set	1	☐
CR074062	Reading Passages Test Answer Keys	Set	1	☐
CR074070A	Mastery Test Answer Sheet	Set	1	☐
CR074070B	Pretest/Posttest Answer Sheet	Set	1	☐
CR074080	Study Schedule	30/Pkg.	1	☐
CR074081	Reading Passages Record	30/Pkg.	1	☐
CR074095	Reading Reproducible Lesson Worksheets	Each	1	☐
CR074096	Reading Worksheet Answer Keys	Each	1	☐
CR074108	Instructor's Guide	Each	1	☐
CR075000	Certificate of Achievement	30/Pkg.	1	☐
CR074101	Prefixes: Unit 1	Each	3	☐
CR074102	Prefixes: Unit 2	Each	3	☐
CR074103	Prefixes: Unit 3	Each	3	☐
CR074111	Suffixes: Unit 1	Each	3	☐
CR074112	Suffixes: Unit 2	Each	3	☐
CR074120	Synonyms, Antonyms, and Fig. of Speech	Each	3	☐
CR074125	Definitions and Explanations	Each	3	☐
CR074130	Clue Words and Phrases in Context	Each	3	☐
CR074135	Word Classifications	Each	3	☐
CR074140	Word Analogies	Each	3	☐
CR074201	Reading Strategies: Unit 1	Each	3	☐
CR074202	Reading Strategies: Unit 2	Each	3	☐
CR074210	Sequence of Events	Each	3	☐
CR074221	Main Ideas and Supporting Details: Unit 1	Each	3	☐
CR074222	Main Ideas and Supporting Details: Unit 2	Each	3	☐
CR074223	Main Ideas and Supporting Details: Unit 3	Each	3	☐
CR074230	Conclusions and Generalizations	Each	3	☐
CR074235	Directions and Instructions	Each	3	☐
CR074241	Cause and Effect: Unit 1	Each	3	☐
CR074242	Cause and Effect: Unit 2	Each	3	☐
CR074251	Fact and Opinion: Unit 1	Each	3	☐
CR074252	Fact and Opinion: Unit 2	Each	3	☐
CR074260	Writer's Purpose	Each	3	☐
CR074300	Abbreviations: Time	Each	3	☐
CR074305	Abbreviations: Measurements	Each	3	☐
CR074310	Abbreviations: Locations	Each	3	☐

Item Number	Description	Unit	Quantity	Received
CR074315	Abbreviations: Miscellaneous and Symbols	Each	3	☐
CR074320	Abbreviations: Help Wanted Ads	Each	3	☐
CR074325	Contractions	Each	3	☐
CR074400	Sources of Information	Each	3	☐
CR074405	Guide Words	Each	3	☐
CR074410	Dictionaries	Each	3	☐
CR074415	Encyclopedias	Each	3	☐
CR074420	The Library	Each	3	☐
CR074430	Using Books	Each	3	☐
CR074440	Diagrams and Graphs	Each	3	☐
CR074445	Tables and Charts	Each	3	☐
CR074451	Maps: Unit 1	Each	3	☐
CR074452	Maps: Unit 2	Each	3	☐
CR074460	Using Information Sources	Each	3	☐
CR074465	Using the Internet	Each	3	☐
CR074470	Research and Research Projects	Each	3	☐
CR074500	Words Common to Forms	Each	3	☐
CR074505	Employment Applications	Each	3	☐
CR074510	Educational Applications	Each	3	☐
CR074515	Financial Forms	Each	3	☐
CR074520	Tax Forms	Each	3	☐
CR074525	Leases, Licenses, and Registration Forms	Each	3	☐
CR074530	Transportation Schedules	Each	3	☐
CR074535	Product Labels	Each	3	☐
CR074540	Words and Symbols on Signs	Each	3	☐
CR074600	Types of Literature	Each	3	☐
CR074605	Techniques of Poetry	Each	3	☐
CR074610	Techniques of Prose and Drama	Each	3	☐
CR074615	Elements of Literary Character	Each	3	☐
CR074620	Author's Style	Each	3	☐
CR074625	American Literature	Each	3	☐
CR074630	British Literature	Each	3	☐
CR074635	World Literature	Each	3	☐
CRR6750	Passages and Passage Tests 500s	Each	2	☐
CR074760	Passages and Passage Tests 600s	Each	2	☐
CR074770	Passages and Passage Tests 700s	Each	2	☐
CR074780	Passages and Passage Tests 800s	Each	2	☐
CR074790	Passages and Passage Tests 900s	Each	2	☐
CR074710	Passages and Passage Tests 1000s	Each	2	☐
CR074711	Passages and Passage Tests 1100s	Each	2	☐
CR074712	Passages and Passage Tests 1200s	Each	2	☐

Appendix B

Standard I – Vocabulary Skills

Lesson 101 – Prefixes: Unit 1

- Defining a word based upon its root and prefix
- Recognizing the meaning of the following prefixes:

un-	**de-**
re-	**ex-**
pre-	**anti-**
post-	**pro-**
inter-	**ante-**
intra-	**peri-**
sub-	**circum-**
super-	**trans-**
in- (meaning **in**)	**mis-**
dis-, il-, im-, in-, non-, ir- (meaning **not**)	

Lesson 102 – Prefixes: Unit 2

- Defining a word based upon its root and prefix
- Recognizing the meaning of the following prefixes:

uni-	**en-**
bi-	**in-**
tri-	**be-**
mono-	**semi-**
poly-	**by-**
multi-	**ultra-**
fore-	**hyper-**
con-	**com-**

Lesson 103 – Prefixes: Unit 3

- Defining a word based upon its root and prefix
- Recognizing the meaning of the following prefixes:

over-	**tele-**
under-	**audio-**
extra-	**pseudo-**
out-	**hypo-**
on-	**aqua-**
off-	**ambi-**
auto-	**counter-**
geo-	**ab-**
bio-	**ad-**

Lesson 111 – Suffixes: Unit 1

- Distinguishing between prefix, root, and suffix
- Using a word's suffix to help define the word
- Recognizing the meaning of the following suffixes:

-s, -es	**-er, -or**
-ed	**-ee**
-ing	**-ant, -ent**
-ible, -able	**-ist**
-hood	**-ary**
-ness	**-ian**
-dom	**-age**
-ship	**-ward**
-ful	**-cy**
-ly	**-ette**
-y	**-ment**
-let	

Lesson 112 – Suffixes: Unit 2

- Using a word's suffix to help define the word
- Recognizing the meaning of the following suffixes:

-ic	**-ion, -sion**
-ish	**-en**
-ive	**-al**
-less	**-ous**
-ize, -yze	

- Identifying and correctly spelling open, hyphenated, and closed compound words

Lesson 120 – Synonyms, Antonyms and Figures of Speech

- Defining a word from a synonym clue
- Defining a word from an antonym clue
- Explaining figures of speech
- Identifying figures of speech in context
- Explaining a sentence or paragraph based upon a figure of speech

Lesson 125 – Definitions and Explanations

- Explaining the concept of words in context
- Defining a word from a stated definition
- Defining a word from an appositive phrase
- Defining a word from information following a dash or colon
- Defining a word from information following a signal word or phrase

Lesson 130 – Clue Words and Phrases in Context

- Understanding homonyms in context and homophones
- Defining a word by substituting definitions in context
- Defining a word from context of surrounding sentences
- Defining a word from information following an example clue
- Defining a word from information following a contrast clue
- Defining a word from information following a comparison clue
- Understanding that words gather meaning from their context and carry connotation and denotation

Lesson 135 – Word Classifications

- Assigning words to general categories, such as animals, rivers, etc.
- Distinguishing a general category word from an example word, such as *pet* and *dog*
- Stating the general category for a list of example words
- Identifying the correct example word for a given general category

Lesson 140 – Word Analogies

- Explaining the concept of word analogies
- Completing analogies by analyzing information given
- Completing time/location analogies
- Completing synonym analogies
- Completing antonym analogies
- Completing whole/part analogies

Standard II – Comprehension Skills

Lesson 201 – Reading Strategies: Unit 1

- Determining the topic of a passage through pre-reading
- Identifying main topics, subtopics, and details to include in an outline of a passage
- Locating a key word, phrase, or detail in a passage by scanning
- Determining the organizational pattern (time order, listing, cause and effect, comparison/contrast) of a passage
- Identifying the clue words or phrases that help to determine the organizational pattern of a passage
- Applying a variety of strategies to aid in the comprehension of text, e.g. prediction, phonics, structural analysis
- Using types, structures, and features of the text--for example, headings, subheadings, examples--to aid in comprehension

Lesson 202 – Reading Strategies: Unit 2

- Identifying the organizational pattern (time order, listing, cause and effect, comparison/contrast) of a passage
- Identifying additional information that is irrelevant to a given passage
- Identifying additional information that is relevant, or useful, to a given passage

- Identifying a logical conclusion or outcome of a passage
- Identifying the appropriate reading strategy to use to better understand a passage
- Restating, summarizing, or paraphrasing information
- Recognizing statements that adequately summarize a passage
- Analyzing passages and applying strategies such as summarizing

Lesson 210 – Sequence of Events

- Arranging a list of events in the order in which they occur in a passage
- Identifying time clue words in a passage
- Using time clue words in a passage to determine the sequence of events in the passage
- Identifying the correct sequence of events of a passage using logic, clue words, or passage order
- Using time clue phrases to identify the correct sequence of events of a passage
- Identifying implied events a part of the sequence of events in a passage
- Defining and identifying chronological order, spatial order, and order of importance in a piece of writing

Lesson 221 – Main Ideas and Supporting Details: Unit 1

- Identifying the topic and limit in a sentence
- Explaining the topic sentence, details, and concluding sentence in a paragraph
- Identifying the sentence from a group of sentences that is the best topic sentence
- Defining **general to particular paragraph**
- Defining **general to example paragraph**
- Defining **particular to general paragraph**
- Identifying the main idea in a paragraph

Lesson 222 – Main Ideas and Supporting Details: Unit 2

- Defining **whole-to-parts paragraph**
- Identifying the main idea and details in whole-to-parts paragraphs
- Defining **question-to-answer paragraph**
- Defining **cause/effect paragraph**
- Defining **definition paragraph**
- Defining **comparison/contrast paragraph**
- Defining **process paragraph**
- Defining **implied main idea**
- Identifying the main idea and supporting details in paragraphs of various patterns

Lesson 223 – Main Ideas and Supporting Details: Unit 3

- Explaining how a title may be too broad or too narrow
- Selecting the best title for a paragraph
- Defining **thesis statement** in a multi-paragraph essay
- Identifying the main idea, best title, and supporting details in passages longer than two paragraphs
- Identifying the main idea and supporting details in consumer information passages
- Identifying stated or implied main idea in business letters and memoranda

Lesson 230 – Conclusions and Generalizations

- Defining **conclusion, prior knowledge, available evidence**
- Identifying the correct conclusion based upon evidence in a passage
- Identifying synonyms for the word conclusion

- Synthesizing information from multiple sources to draw conclusions
- Drawing conclusions about information synthesized from multiple sources
- Defending conclusions rationally
- Defining **generalization**
- Distinguishing between a generalization and an example
- Identifying all-inclusive and all-exclusive words
- Identifying words used to qualify generalizations
- Identifying the correct generalization based upon information in a passage

Lesson 235 – Directions and Instructions

- Recalling the five steps for reading and following directions
- Identifying the correct way to follow the directions in a recipe
- Identifying the correct way to follow the directions for school assignments
- Identifying the correct way to follow the directions for typical school and work assignments
- Identifying the correct way to follow the directions to a location
- Identifying the correct way to follow the directions for various practical, real-life activities
- Using time clue words to help identify the correct way to follow directions
- Using drawings to help identify the correct way to follow directions

Lesson 241 – Cause and Effect: Unit 1

- Identifying clue word and phrases that indicate a cause/effect relationship
- Identifying the appropriate cause given an effect
- Identifying the appropriate effect given a cause
- Identifying an implied cause
- Identifying an implied effect
- Identifying the causes and effects in a casual chain

Lesson 242 – Cause and Effect: Unit 2

- Identifying effects in an informational passage
- Identifying effects in a passage from a short story
- Identifying the causes and effects in a causal chain within informational and story passage
- Defining **fact** and **opinion**
- Identifying value words
- Distinguishing between a statement of fact and a statement of opinion including a value word
- Identifying as an opinion a statement including a fact and an opinion
- Identifying as an opinion a statement referring to the future
- Identifying as an opinion a statement of someone's personal judgment or belief
- Identifying words and phrases that signal an opinion
- Distinguishing between statements of fact and opinion in a passage

Lesson 252 – Fact and Opinion: Unit 2

- Defining **propaganda**
- Identifying biased words or phrases
- Identifying words that evoke positive, negative, and neutral emotional responses
- Identifying statements that are neutral, positively slanted, or negatively slanted
- Identifying words from a passage that show bias
- Identifying the type of propaganda – slanted words, important information left out, join the crowd,

appeal to individuality, testimonial, words of an authority – used in a passage
- Recognizing reliable information in reading selections.
- Recognizing valid information in reading selections.
- Evaluating messages and effects of mass media (newspaper, television, radio, film, internet and periodicals)

Lesson 260 – Writer's Purpose
- Explaining the characteristics of writing to inform
- Explaining the characteristics of writing to instruct
- Explaining the characteristics of writing to entertain
- Explaining the characteristics of writing to critique or evaluate
- Recognizing persuasive devices and techniques, such as loaded language, sarcasm, satire
- Explaining the characteristics of writing to request
- Defining tone of the writer
- Identifying specific language used to confuse or inform, repel or persuade, inspire or enrage, etc.
- Identifying the purpose of a passage
- Identifying the intended audience for a passage
- Identifying persuasive techniques – mudslinging, either/or argument, circular argument – that result in invalid arguments
- Recognizing fallacies of argument and judge strength of argument
- Explaining how the use of language in a selection affects reader response

Standard III – Abbreviations and Contractions

Lesson 300 – Abbreviations: Time
- Abbreviating months of the year
- Abbreviating days of the week
- Abbreviating **ante meridiem** and **post meridiem**
- Abbreviating names of U.S. time zones
- Abbreviating words referring to measurement of time
- Abbreviating **anno Domini** and **before Christ**
- Abbreviating **Common Era** and **Before Common Era**
- Understanding the similarity between BC/AD and BCE/CE

Lesson 305 – Abbreviations: Measurements
- Abbreviating customary measurement units for length
- Abbreviating customary measurement units for weight
- Abbreviating customary measurement units for volume
- Abbreviating basic metric measurement units for length, weight, and volume
- Explaining the use of the prefixes **kilo-, milli-,** and **centi-**
- Abbreviating the names of metric measurement units containing **kilo-, milli,** and **centi-**
- Abbreviating **Fahrenheit** and **Celsius**
- Abbreviating **miles per hour** and **miles per gallon**

Lesson 310 – Abbreviations: Locations
- Abbreviating states using common and postal abbreviations
- Abbreviating **United States** and **United States of America**

- Abbreviating words meaning **street** or **road** using postal and common abbreviations
- Abbreviating words naming direction (compass points)

Lesson 315 – Abbreviations: Miscellaneous and Symbols

- Abbreviating personal titles
- Abbreviating professional titles
- Abbreviating official titles
- Abbreviating **company, corporation,** and **incorporated**
- Abbreviating **chapter(s)** and **page(s)**
- Abbreviating frequently used words and phrases such as **etc.**, **e.g.**, and **vs.**
- Identifying common symbols
- Defining acronym
- Differentiating between acronyms and other abbreviations

Lesson 320 – Abbreviations: Help Wanted Ads

- Identifying the abbreviation for **words per minute**
- Identifying the abbreviations for **experience necessary** and **experience required**
- Identifying the abbreviations **for high school diploma necessary** and **driver's license necessary**
- Identifying the abbreviations for **full-time** and **part-time**
- Identifying the abbreviations of words regarding pay
- Identifying the abbreviations of words regarding company benefits
- Identifying the abbreviations of words regarding descriptions of person desired for a job and job titles
- Identifying the abbreviation for **Equal Opportunity Employer**
- Identifying the abbreviation of words regarding employment agencies

Lesson 325 – Contractions

- Defining **contraction**
- Identifying contractions formed from a personal pronoun and a verb
- Identifying from context the meaning of a **personal pronoun + verb** contraction that has more than one meaning
- Differentiating between **they're, their,** and **there**
- Differentiating between **you're** and **your**
- Differentiating between **it's** and **its**
- Differentiating between **whose** and **who's**
- Identifying contractions formed from an indefinite pronoun and a verb
- Identifying contractions formed from someone's name and a verb
- Identifying contractions formed from an adverb and a verb
- Identifying contractions formed from a verb plus not
- Identifying **can't** and **won't** as contractions that leave out more than one letter

Standard IV – Reference Skills

Lesson 400 – Sources of Information

- Defining **reference sources**
- Defining **periodicals**
- Explaining how information is arranged in a telephone directory
- Identifying information in the yellow pages of a telephone directory
- Defining **dictionary** and **thesaurus**
- Defining **encyclopedia**
- Defining **card catalog** and ***Readers' Guide to Periodical Literature***
- Defining **atlas**
- Defining **almanac**
- Defining **handbook**
- Defining **manual**
- Defining **plagiarizing**

Lesson 405 – Guide Words

- Alphabetizing a list of words beginning with different letters
- Alphabetizing a list of words beginning with the same letter
- Alphabetizing a list of words beginning with the same first two letters
- Alphabetizing a list of words beginning with the same first three letters
- Alphabetizing a list of words beginning with the same first four letters
- Alphabetizing following the rule "nothing comes before something"
- Alphabetizing following the rule "ignore hyphens, apostrophes, and spaces"
- Alphabetizing a list of people's names
- Alphabetizing a list of literary titles
- Defining **guide words**
- Selecting words to be found on a page having specified guide words
- Selecting words to be found in a specified volume of a set of books
- Using guide words located in card catalogs

Lesson 410 – Dictionaries

- Defining **unabridged** and **abridged** dictionary
- Defining **guide words**
- Identifying main entries on a page from a dictionary
- Identifying the number of syllables in specific words
- Identifying the sound of a letter in a phonetically respelled word as shown by a pronunciation key
- Identifying the part of speech of a main entry word in a dictionary
- Identifying other forms of main entry words in a dictionary
- Identifying the correct definition of a word with more than one definition based upon a given sentence
- Identifying the synonym of a main entry word in a dictionary
- Identifying the source language and source word of a main entry word in a dictionary

Lesson 415 – Encyclopedias

- Defining **encyclopedia**
- Selecting words to be found in specified volume of a set of books
- Explaining how to read an entry in an encyclopedia index
- Explaining how to find a topic in the index by looking up a related word or a more general word
- Explaining **cross reference**
- Identifying a main entry, cross reference, and details in entries from a section of an encyclopedia

Lesson 420 – The Library

- Defining **card catalog, *Readers' Guide to Periodical Literature*,** and **computerized catalog system**
- Explaining how to read author, subject, and title cards

Lesson 430 – Using Books

- Identifying information on the title page of a book
- Identifying information on the copyright page of a book
- Defining **preface**
- Explaining how to read the table of contents of a book
- Defining **appendix**
- Defining **glossary**
- Identifying the parts of a bibliographic entry for a book and a magazine
- Identifying information in the index of a book

Lesson 440 – Diagrams and Graphs

- Identifying the characteristics of a diagram
- Identifying specific information in a given diagram
- Identifying specific information in a given pictograph
- Determining a trend based upon a given pictograph
- Identifying specific information in a given bar graph
- Identifying specific information in a given line graph
- Identifying specific information in a comparison line graph
- Identifying specific information in a circle graph

Lesson 445 – Tables and Charts

- Identifying the methods by which one reads a table or chart
- Identifying specific information in a given table
- Identifying information in footnotes in a given table
- Identifying specific information in two types of mileage charts
- Identifying specific information in charts other than mileage charts
- Identifying specific information in a process chart

Lesson 451 – Maps: Unit 1

- Enumerating the parts of a map: title, legend, compass rose, distance scale
- Identifying specific information on a given map
- Identifying intermediate directions on a compass rose
- Identifying a specific location on a map using grid coordinates
- Determining distance between two points on a map using the distance scale

Lesson 452 – Maps: Unit 2

- Identifying the characteristics of a physical and a political map
- Identifying specific information on a time zone map
- Identifying specific information on an area code map
- Identifying specific information on a weather map
- Identifying specific information on a population map
- Identifying specific information on a products map
- Identifying specific information on a mass transportation map
- Identifying specific information on a contour map using the distance scale, contour intervals, and index lines
- Identifying specific information on a global map using lines of latitude including the Equator and longitude, including the Prime Meridian

Lesson 460 – Using Information Sources

- Identifying the appropriate research reference source in which specific information is found
- Identifying the appropriate everyday reference source in which specific information is found
- Locating, gathering, analyzing, and evaluating information to be used in real world tasks.
- Locating, gathering, analyzing, and evaluating information to be used for self-improvement.
- Reading and analyzing material written for a general audience to meet personal goals, e.g. individual
- Analyzing the validity and reliability of primary source information and using the information appropriately.
- Doing research using both print materials and online resources
- Recognizing and using organizational features of printed text, other media, and electronic information (parts of a text,

citations, endnotes, bibliographic references, microprint, laser discs, hypertext, CD-ROM, keyword searches, bulletin boards, e-mail)
- Locating and evaluating information sources (print materials, databases, CD-ROM, references, Internet information, electronic references works, community and government data, television and radio resources, audio and visual materials)

Lesson 465 – Using the Internet

- Using the library, the internet, and other sources as information-gathering tools to develop informed opinions and make decisions in order to achieve educational and employment goals
- Explaining how to use internet library sources and search engines to find specific books
- Using electronic media for language arts purposes
- Using the internet appropriately for information gathering and problem solving
- Explaining different types of websites and credibility
- Explaining how to document a website
- Explaining how to use different types of indexes or information centers on the internet
- Explaining the dangers of plagiarizing with the internet

Lesson 470 – Research and Research Projects

- Expanding and refining comprehension of varied texts, especially technical materials, complex narratives and exposition, and reference sources
- Explaining how to identify, examine, synthesize, and/or evaluate to obtain information.
- Explaining how to read critically, ask pertinent questions, recognize assumptions and implications, and evaluate ideas.
- Gathering research data from a variety of sources to formulate, substantiate, or refute opinions or theories
- Uses research process: selecting topic, formulating questions, identifying key words, choosing sources, skimming, note-taking, organizing and presenting
- Citing references using various formats (endnotes, bibliography)
- Recognizing different styles of documentation (MLA, APA, etc.)
- Interpreting texts with supportive explanations to generate connections to real-life situations and other texts (business, technical, scientific)
- Recognizing the differences between plagiarizing, paraphrasing, and summarizing in research

Standard V – Life-Oriented Terms and Symbols

Lesson 500 – Words Common to Forms

- Listing general guidelines for filling out a form or application
- Defining **full name, legal name, surname,** and **maiden name**
- Recognizing how to correctly write a name on a particular form
- Recognizing a correctly written address, telephone number, and zip code for a particular form
- Recognizing a correctly written Social Security number
- Recognizing personal information
- Recognizing the abbreviation for **date of birth**
- Recognizing a correctly written date of birth for a particular form

- Recognizing a correctly written place of birth for a particular form
- Defining **military, veteran, legal guardian, parent, relative, disabilities, references,** and **relationship**
- Matching items of personal information with the appropriate line of an application for a Social Security card

Lesson 505 – Employment Applications

- Defining employer and employee
- Defining terms common to job applications:
  work permit
  Visa
  Alien Registration card
  race
  religion
  sex
  national origin
  age
  marital status
  veteran status
  non-job-related medical condition or handicap
  Equal Opportunity Employer (EOE)
  position/job title
  full-time
  part-time
  temporary
  permanent
  felony conviction
  personal reference
  work history, employment experience, or work experience
  wage
  salary
  reason for leaving
  work performed/duties and responsibilities
  skills/qualifications
  education

Lesson 510 – Educational Applications

- Defining terms common to the education section of a job application:
  attended
  enrolled
  elementary or grade school
  middle school
  junior high school
  high school
  post secondary schooling
  name of school or school name
  location of school
  dates attended
  courses
  credit
  grade level
  degree or diploma
  grade point average
  transcript
  extracurricular activities
  class standing
  training
- Defining terms related to financing one's schooling:
  tuition
  student loan
  financial aid
  tuition waiver
  grant
  scholarship
- Defining terms related to coursework:
  transfer
  prerequisite
- Defining terms related to banking:
  bank account
  automated teller
  automated loan payment
  deposit or credit
  withdrawal or debit
  savings account
  interest
  penalty
  checking account
  check
  account number
  withdrawal/deposit slip

check stub
check register
balance/balance forward/new balance
deduction
bank charges
currency
net deposit
endorsing a check
buying on credit
annual percentage rate (APR)
mortgage
loan balance
finance charges
asset
liability
net worth

- Identifying information written in a particular sections of a check
- Identifying correctly written dollar amounts on a check
- Matching items of personal information with the appropriate line on a deposit slip
- Matching items of personal information with the appropriate line on a credit card application

Lesson 520 – Tax Forms

- Defining terms related to the Employee's Withholding Allowance Certificate (W-4 form):
  dependent
  spouse
  marital status
  head of household
  Social Security number
  allowance
  exemption/exempt
  Personal Allowances Worksheet
  itemized deductions
- Explaining the Wage and Tax Statement (W-2 form)
- Distinguishing between the W-4 form and the W-2 form
- Identifying information on a completed W-2 form
- Defining terms related to filling out income tax forms (1040 forms):
  filing status
  dividends
  joint return
  standard deduction
  marital status
  deduction
  head of household
  refund
  types of income
  occupation

Lesson 525 – Leases, Licenses and Registration Forms

- Defining terms relating to leases:
  lease
  landlord
  tenant
  lessee
  lessor
  residential lease
  business or commercial lease
  premises
  term/full term
  agent
  security deposit
  late charge
  returned check charge
- Labeling and identifying information on a completed lease
- Defining terms related to a Change of Address form
- Recognizing where information should be written on a Change of Address form
- Defining terms related to applying for a driver's license
- Identifying information written on an application for a learner's permit
- Recognizing where information should be written on an application for a learner's permit
- Identifying terms related to a voter registration form
- Recognizing where information should be written on a voter registration application

Lesson 530 – Transportation Schedules

- Defining terms related to bus and train schedules
- Reading a train timetable: arrival/departure times, train numbers, days of operation, symbols with key, etc.
- Reading a bus schedule: arrival/departure times, express buses, transfer symbols, etc.
- Reading video display screens in airports: arrival/departure times, flight numbers, and gate locations

Lesson 535 – Product Labels

- Reading food labels: ingredients, additives, RDA, per serving information, etc.
- Defining **RDA** (United States Recommended Daily Allowance)
- Reading medicine labels: refills, dosage, warnings, etc.
- Reading labels of products containing poisonous chemicals: proper use, warning, first aid, etc.

Lesson 540 – Words and Symbols on Signs

- Identifying the shape, color, and meaning of road signs and construction signs
- Identifying the shape, color, and meaning of signs giving information
- Identifying signs giving information related to highway travel
- Identifying signs in and around buildings
- Identifying signs for pedestrians
- Identifying signs giving safety information on the job and at home

Standard VI – Literary Skills

Lesson 600 – Types of Literature

- Distinguishing between prose and poetry
- Distinguishing drama from prose and poetry
- Distinguishing between fiction and nonfiction
- Distinguishing between biography and autobiography
- Identifying a passage as science fiction
- Identifying a passage as a fable
- Identifying the type of literature of a passage
- Identifying the setting of a passage
- Identifying the point of view from which a passage is written
- Analyzing how point of view affects a literary work
- Determining the speaker of a literary work
- Distinguishing between statements of plot and theme

Lesson 605 – Techniques of Poetry

- Defining **rhyme and rhythm**
- Defining **free verse and blank verse**
- Defining **ballad**
- Defining types of poetry (narrative, dramatic, lyric)
- Identifying alliteration in a passage from a poem
- Defining stylistic devices, such as assonance, consonance, word order, word choice, etc.
- Identifying onomatopoeia
- Identifying imagery in a passage from a poem
- Identifying a simile
- Identifying a metaphor
- Identifying personification
- Identifying hyperbole
- Identifying allusion
- Defining **symbol**
- Identifying symbols and their meaning
- Defining/identifying figurative language, such as symbolism, oxymorons, etc.
- Identifying the tone of a passage from a poem

Lesson 610 – Techniques of Prose and Drama

- Identifying the elements of fiction (plot, setting, theme)
- Analyzing the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts and resolutions
- Defining/Identifying climax, technical climax, and dramatic climax in a given piece of writing.
- Defining and identifying types of conflicts, internal conflict (man v. himself), and external conflict (man v. man, man v. nature, man v. society, and man v. fate)
- Comparing and contrasting conflict in two or more texts
- Evaluating an author's use of mood
- Defining/determining tone from analysis of word choice (diction), setting, characterization, etc.
- Defining **flashback**
- Defining **foreshadowing**
- Defining **dialogue**
- Evaluating an author's use of aside
- Evaluating an author's use of soliloquy
- Evaluating an author's use of irony

Lesson 615 – Elements of Literary Character

- Identifying the way character is revealed in a passage
- Identifying a character's traits based upon reading a passage
- Identifying a character's state of mind based upon reading a passage
- Identifying a character's motive based upon reading a passage
- Identifying the main character in a passage
- Defining the terminology/ identify characters as major or minor, as flat or round, as static or dynamic, as protagonist or antagonist
- Defining/identifying characterization as direct or indirect
- Defining/characterizing/recognizing the use of stereotypes

Lesson 620 – Author's Style

- Recognizing and identifying differing style techniques
- Analyzing various genres as records of life experiences
- Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view
- Explaining how imagery in a given piece of writing reveals an author's purpose
- Comparing and contrasting an author's word choice and syntax within text
- Comparing and contrasting author's word choices and syntax in two or more texts
- Paraphrasing and synthesizing ideas of several authors on one topic. In response to test questions, the student may be asked to summarize, paraphrase, analyze, and evaluate texts, and compare and contrast findings from two or more texts
- Selecting and using effective characteristics of quality literature to refine personal communication style
- Distinguishing between formal and informal styles of language and identifying dialect
- Analyzing effectiveness, contribution (cultural, regional, historical), and appropriateness of dialect and diction in print and non-print sources

Lesson 625 – American Literature

- Applying knowledge of literary terms to works of literature
- Reading, discussing, and analyzing American literature representing diversity (gender, ethnicity)
- Developing an understanding of the effect of history on American literature (e.g. literary movements, periods)
- Identifying, comparing, and responding to United States literature that represents the experiences and traditions of diverse ethnic groups
- Identifying cultural vocabulary
- Identifying the social situation of a character by analysis of the character's use of language
- Reading works of literature and responding to guided questions, especially American Literature
- Analyzing distinctive elements (recurrent themes, historical significance, literary techniques) of American Literature
- Evaluating literary works (American) for historical significance; understanding interaction between culture and literary works
- Analyzing how works of a given period reflect historical events (American)
- Understanding major cultural, religious, philosophical, and political influences on the literature of the United States
- Making connections with real-world situations and the human experience through American literature

Lesson 630 – British Literature

- Applying knowledge of literary terms to works of literature
- Reading works of literature and responding to guided questions, especially British Literature, Shakespeare
- Evaluating literary works (British) for historical significance; understanding interaction between culture and literary works
- Analyzing distinctive elements (recurrent themes, historical significance, literary techniques) of British literature
- Analyzing how works of a given period reflect historical events (British)
- Understanding major cultural, religious, philosophical, and political influences on the literature of the British Isles
- Making connections with real-world situations and the human experience through British literature

Lesson 635 – World Literature

- Applying knowledge of literary terms to works of literature
- Analyzing the relationship between contemporary writing and past literary traditions
- Understanding major cultural, religious, philosophical, and political influences on the literature of a given period or culture
- Gaining insight into human behavior from the study of literature
- Identifying, comparing, and responding to world literature that represents the experiences and traditions of diverse ethnic groups
- Demonstrating an understanding of the effects of literary elements and techniques in culturally diverse written texts
- Demonstrating a basic understanding of culturally diverse written texts
- Comparing and contrasting universal literary themes within and between texts

- Understanding that language usage is shaped by social, cultural, and geographical differences
- Analyzing distinctive elements (recurrent themes, historical significance, literary techniques) of ancient and world literature
- Analyzing a diversity of ideas generated by authors of different races, beliefs, genders, ages, etc.
- Making connections with real-world situations and the human experience through world literature
- Evaluating literary works for historical significance (world); understanding interaction between culture and literary works
- Analyzing how works of a given period reflect historical events (world)
- Demonstrating the ability to analyze and critically evaluate culturally diverse written texts and visual representations

Appendix C

Evaluation of a Pace Learning Lab

This document contains information on how to evaluate the operation of a Pace Learning Lab or classroom.

Section I describes the detailed functions of the Learning Manager (LM) in operating the Learning Lab. These skills will often require specific training in the rationale of the Learning Manager's behavior and interactions with the students.

Section II further lists desirable behaviors of Lab students and their interactions with the Learning Manager and their regular duties and requirements.

Section III deals with specific conditions that should exist in the classroom or Learning Lab to create orderly and pleasant features and conditions of the Lab. These conditions, when maintained, will enhance the learning behavior and accomplishments of students.

Name of Institution:_____ Class:_____

Name of Learning Manager:_____ Date:_____

Directions to Evaluators: In the blank to the left of each item in Section I, II and III, record an **S** for **satisfactory** or an **N** for **needs improvement**.

SECTION I: THE LEARNING MANAGER (LM)

Observe the behavior of the LM during a class period. Include the first 15 minutes and the last 15 minutes of the class in your observation.

_____ 1. The LM introduces the students to a new lesson assignment by showing them the beginning and ending pages of the lesson and reviewing the programmed format of the text, if necessary.

_____ 2. The LM has recorded the date that the current lesson was assigned to a student on the student's Study Schedule.

_____ 3. The LM has checked all students during class to see that they are writing responses to each frame before they check their answers.

_____ 4. The LM responds quickly to/acknowledges students who raise their hands.

_____ 5. The LM sits down with individual students and works with them through several pages or frames of their assignment.

_____ 6. The LM sits at his/her desk only when reviewing Mastery Test or providing tutorial assistance.

_____ 7. The LM administers Mastery Test to students promptly after they complete their assignments.

_____ 8. The LM makes certain that responses have been made on the Workpages to the majority of the questions in a lesson, and briefly reviews the worksheet and Practice Test with the student before administering a Mastery Test.

_____ 9. The LM reviews the Mastery Test with the student after it is scored.

_____ 10. The LM records students' Mastery Test score on their Study Schedule.

_____ 11. When students pass a Mastery Test, the LM assigns a new lesson from the students' Study Schedule.

_____ 12. When a student fails a Mastery Test, the LM does one or more of the following:

a. Examines the test results to determine whether a concrete skill or the entire concept has been missed.
b. Prescribes a lesson when the entire concept is missed and indicates this on the student's Study Schedule.
c. Prescribes only the necessary pages to teach a concrete skill missed using the same text, an alternate lesson, or supplementary work when needed.
d. Provides tutorial assistance or supplementary work when needed.

_____ 13. The LM is easily accessible to all students.

_____ 14. The LM reinforces students who demonstrate appropriate behaviors-such as raising their hand, being on task – by smiling, verbal acknowledgement, etc.

_____ 15. The LM employs motivation techniques such as contingency contracts, a point-value system, or progress plotters, if needed.

_____ 16. The LM gathers pre/posttest data of students exiting the program.

_____ 17. The LM records the total hours of instruction provided to a student during the program.

In your view, to what degree does the LM function in an organized and efficient manner? (Circle the appropriate number.)

Disorganized						Well organized
Inefficient	1	2	3	4	5	Efficient

Comments:

_____

_____

_____

_____

_____

Scoring Key: For each item marked **S** in Section I, add 1 point and total the points for all 17 items.

Score: _____

Use the total scores below and your comments as a guide for assessing performance, implementing staff development plans, or providing assistance with managing and operating the Pace learning system(s).

16-17 **Excellent**. LM has retained and applies the skills taught during training. LM provides students with guidance, personal involvement, reinforcement, and instruction. The LM has evidence of attending workshops and of receiving training from Pace Learning Systems. The LM uses current management techniques and is resourceful in establishing and maintaining an effective learning environment.

14-15 **Good**. The LM practices many skills taught in training but overlooks several techniques. (Variables such as a heavy workload, limited exposure to consultation in management skills may be contributing factors to LM's omission of important management techniques.)

12-13 **Fair**. Management skills of the LM are adequate, but the learning environment is not sufficiently reinforcing or progressive. Student achievement and positive attitude are lacking.

11-0 **Inadequate**. LM is in need of training and consultation.

SECTION II: THE STUDENTS

Observe the behavior of the student during a class period. Include the first 15 minutes and the last 15 minutes of the class in your observation.

_____ 1. Students enter the lab, pull their folders, and proceed to check their Study Schedule for the lesson assignment, or they follow other set procedures for getting started.

_____ 2. Students get their own material and begin lessons with minimal assistance, or LM provides materials to students immediately when they enter the classroom.

_____ 3. Students are seated and organized within 5 minutes of the beginning of class.

_____ 4. Students raise their hands when they require assistance.

_____ 5. Students write responses to questions on their Workpage and do figuring on scratch paper before checking the answers in the lessons.

_____ 6. Students check their answers after each page of the lesson.

_____ 7. When answers are incorrect, students redo their work or request assistance before moving on to the next page.

_____ 8. Students bring their material and written responses to the LM or assistant before taking a Mastery Test.

_____ 9. Students raise their hands when they have completed a Mastery Test and are ready for the test to be scored.

_____ 10. Students appear to be on-task at least 85% of the time.

_____ 11. Students do not interfere with others who are working by talking, laughing, etc.

_____ 12. Students work quietly without speaking aloud, shifting position and papers frequently, etc.

_____ 13. Students throw away any scratch paper, return unused paper to their folders, and put their folders away in an organized manner.

_____ 14. In the “Date Completed” column of their Study Schedule, students record, in pencil, the number of the page on which they stopped if class ends before they complete a lesson.

_____ 15. Students calculate their own EQ, plot their own progress and/or follow their own contract if these techniques are used.

_____ 16. Students return all materials to the appropriate place when class is over.

Based on their behavior in class, how do you rate the general attitude of the students towards the education program? (Circle the appropriate number.)

Negative 1 2 3 4 5 Positive

Comments:

_____

_____

_____

_____

_____

Scoring Key: For each item marked **S** in Section II, add 1 point and total points for all 16 items.

Score: _____

15-16 **Independents**. The students in this category are independent learners who understand the program's objective and, without prompting, complete their individual program successfully. They achieve their educational objectives rapidly.

13-14 **Responsibles**. These students, although not completely independent, do demonstrate responsibility for their own learning and try hard when encouragement and reinforcement are present. These students do need occasional assistance and should be monitored at consistent intervals. LM should reinforce these students when they show more independent behaviors.

11-12 **Dependents**. These students largely rely on the LM to provide materials, direction, and incentives. If response from the teacher is not immediate, they loiter, talk, are slow to get their materials and begin working. They must be trained by the teacher to be more responsible and independent, or the management of the classroom will deteriorate. Student orientation is an important part of their training.

10-0 **Disrupters**. These students must be monitored closely and can contribute to a rapid deterioration of program effectiveness. The teacher should employ special motivation and management techniques with disrupters.

SECTION III: THE CLASSROOM

Assess the classroom environment using the following criteria.

_____ 1 The classroom is well lighted.

_____ 2. The classroom has appropriate heat/air-conditioning and ventilation.

_____ 3. The classroom has sufficient space for students - approximately 4 square feet per student.

_____ 4. The classroom has adequate shelving and storage area- materials are grouped and spaced on shelves without being stacked on top of each other.

_____ 5. A separate testing area is away from the learning environment.

_____ 6. The classroom is bright, clean, and cheerful; for example, the classroom has artwork on the walls, carpeting on the floor, furniture in good condition, etc.

_____ 7. The instructional materials are clean and in good condition- no tears, not marked in.

_____ 8. The supply of materials is adequate for the number of students.

_____ 9. Every student has a chair or a work space.

_____ 10. Instructional materials are organized so that they are easily accessible to students.

_____ 11. The physical arrangement of the classroom maximizes student privacy and minimizes distractions.

_____ 12. Students have a place for their personal belongings.

_____ 13. The LM's desk is neat and organized.

_____ 14. Mastery Tests and Answer Keys are conveniently located to the testing area and are secure.

_____ 15. Students appear to be on-task at least 85% of the time.

How do you rate the overall setting of the lab? (Circle the appropriate number.)

Inadequate Learning Environment	1	2	3	4	5	Excellent Learning Environment

Comments:

_____

_____

_____

_____

_____

Scoring Key: For each tem marked **S** in Section III, add 1 point and total the points for all 15 items.

Score: _____

14-15 **Excellent**. This facility is an ideal educational setting with adequate space, comfort, and cheerfulness. It is well organized and offers students the opportunity to study in privacy with few disruptions. Facilities such as this one suggest a cooperative administration and adequate funding sources.

12-13 **Good**. This facility is a good setting for learning, lacking only a few resources. It is organized and provides an atmosphere conductive to studying. Resources are used well.

10-11 **Fair**. This classroom lacks organization and resources are few (dictionaries, magazines, cardboard carrels, filing cabinets).

9-0 **Poor**. Conditions in this setting are inadequate and obviously frustrating to the students and staff. Change is needed.

EVALUATION SUMMARY

Scoring Key: Add up the points from section I, II, and III of this form

Total Score: _____

44-48 **Excellent**. This classroom is operated in such a manner as to produce excellent results. Staff and students deserve commendation.

39-43 **Good**. Most of the appropriate procedures are carried out, but several essential techniques are not practiced consistently. The supervisor should work closely with the LM to correct minor deficiencies.

34-38 **Fair**. Management skills are passable, but student achievement is below what it should be.

33-0 **Inadequate**. Staff requires training and supervision until practice reaches an acceptable level.

Contact Pace Learning Systems (1-800-826-7223) for assistance and recommendations.

Comments:

_____

_____

_____

_____

_____

Recommendations:

_____

_____

_____

_____

_____