Does the Use of Computer-Assisted Instruction with Incarcerated Adult Female Learner Impact on Reading Achievement when Compared to Classroom Instruction without Computers?

Barbara J. LaBelle

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Does the Use of Computer-Assisted Instruction With Incarcerated Adult Female Learners Impact on Reading Achievement When Compared to Classroom Instruction Without Computers?

THESIS

Submitted to the Graduate Committee

of the

Department of Education and Human Development

State University of New York
College at Brockport

in partial fulfillment of the requirement for the degree of Master of Science in Education

by Barbara J. LaBelle

State University of New York College at Brockport Brockport, N. Y.

August 1997
Does the Use of Computer-Assisted Instruction With Incarcerated Adult Female Learners Impact on Reading Achievement When Compared to Classroom Instruction Without Computers?

Abstract

The study investigated the impact of Computer-Assisted Instruction over a five month period on the reading levels of incarcerated adult female learners when compared to classroom instruction without computers. The experimental CAI group (N=20) consisted of Adult Basic Education students enrolled in school at least one module of three hours, five days a week. This group utilized Ideal Software for CAI reading instruction. The control group of non-CAI students (N=20) utilized the Adult Basic Education classroom for reading instruction without computers. They were enrolled in school at least one module of three hours, five days a week. Their instruction included a variety of reading materials, individualized or group instruction, and cooperative as well as individualized learning styles to promote and enhance reading achievement. Both groups were pre- and posttested on the TABE. The data obtained were statistically analyzed using a t test.

It was found that there was no significant statistical difference between the two groups.
ACKNOWLEDGMENTS

In loving memory of Edward Gueth, Corey Raduns, and Dr. Barbara Higgins.

With grateful thanks to my special friends: Marie Gueth, Sharon Bane, Tom and Jeanne Healy, Cindy Jex, Kathryn Allen and Denise Albone for your encouragement, patience, understanding and support. You are all my sources of inspiration. I am truly lucky and blessed to have you as friends.

To Denise Albone, Supervisor of the Computer Lab, tremendous thanks for collaborating with me on this project, for taking on one more assignment in your busy day and providing the data for this research.

To Mary Flack, Keyboard Specialist Extraordinaire. Thank you for all your patience throughout the publishing process, for dropping your work to do mine and for letting me drop in on a moment's notice. Without you, I'd still be struggling to publish.

To Sister DeSales who believed in me, gave me a chance and helped launch a satisfying teaching career some twenty five years ago.

Lastly, to my professors Dr. Smith, Dr. Begy and Dr. Ribble. Thank you for your unending support, encouragement, knowledge, and expertise throughout this process.
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CHAPTER 1

Statement of the Problem

Purpose

The purpose of this study is to determine whether the utilization of computer-assisted instruction (CAI) impacts reading achievement in adult female inmates enrolled in an Adult Basic Education Program (ABE) when compared to classroom instruction without computers.

Need for the Study

The need for successful adult education programs using computer-assisted instruction (CAI) has increased proportionately over the last decades with the increasing numbers of illiterate adults, the continued need for life-long learning as adults and the rapidly advancing technologies available. Traditional teaching methodologies have failed these students throughout their school years. Computer-assisted instruction offers new and innovative technologies to the adult learner. But does this technology work? What is clear from the research examined for this study is the lack of supporting evidence for any one particular computer software program, or a study designed to measure actual achievement of adult female learners using CAI versus traditional approaches to learning.

There is research on CAI with children, handicapped adults, adult literacy
and ABE programs. Most research indicates positive results using computers to enhance learning for male learners. There is limited research on successful programs for the incarcerated population using CAI. These studies also focused on male subjects. No studies were found that focused on the female incarcerated population. There is clearly a lack of research on how to deliver meaningful instruction to the female inmates. The research also does not identify effective tools to deliver that instruction to this unique population.

The recidivism rate for New York State Department of Correctional Services is a ratio of 2:3, meaning two out of every three inmates return to prison as repeated felons. Many attend education programs while in prison. The attrition rates are high from educational programs due to other programs necessary for parole and treatment, transfers, work release or medical. Because of these mitigating factors, every hour spend in Adult Basic Education classrooms should be maximized to the benefit of the client.

Research clearly shows a definitive link between the lack of a high school diploma and incarceration. There is evidence indicating that fewer people with education commit crimes. The evidence also supports the view that earning a GED while incarcerated can positively reduce the recidivism rate.

A unique research problem also needs to be addressed. It appears from
the review of research conducted in the early to mid 1980s was flawed in design, conclusions, time frames, data analysis and collection. Rachal (1986) conducted a literature review of all CAI research in a variety of categories and concluded that the majority of these studies were flawed. However, one study he cited pertaining to Broussard (1983) was linked incorrectly to Buckley and Rauch (1981). It was also incorrectly cited in the references. There is little doubt after reviewing appropriate research this is truly the case. In light of this fact it becomes imperative that research designs be scientific in nature, with a clear purpose, methodology, data collection and analysis that can be subsequently repeated and used as a sound foundation for future research.

**Question**

Does the use of the computer-assisted instruction with incarcerated adult female learners impact on reading achievement when compared to classroom instruction without computers?

**Definition of Terms**

Adult Basic Education (ABE) -- defined by the Department of Corrections as reading and math levels from 0.0 to 4.9

Adult Literacy (AL) -- Adult literacy as established by the Department of Correctional Services is at 5.0 grade reading level
Attrition -- is the loss of an incarcerated felon in an education program (male or female) due to promotion, transfer, parole, work release, medical, key-lock, or required mandatory participation in other prison programs.

California Achievement Test (CAT) -- a standardized achievement test for children which measures grade equivalents in reading and math.

Computer-Assisted Instruction (CAI) -- the use of computer software for drill, practice, tutorial and simulations and record keeping.

Computer-Managed Instruction (CMI) -- the use of computer software for record keeping, tracking student progress, and managing academic skills.

Incarcerated Female Offenders -- are women sentenced by state courts to serve prison time as convicted felons under the New York State Department of Correctional Services.

Module -- a three hour block of program time for educational purposes.

PLATO/CMI -- is a trademark for a computer management software program which includes tutorial, remedial, practice, record keeping, pre-post testing, and flexible programming of skills.

Pre-GED -- the equivalent of middle school with reading and math levels established between 5.0 and 7.9 by the Department of Corrections (New
Recidivism -- the term used for repeated return of felons into the penal system

Test for Adult Basic Education (TABE) -- a standardized achievement test for adult learners, which measures grade equivalents for reading, math, and language.
CHAPTER II

Review of the Literature

Introduction

The incarcerated population across America has the highest rate of illiteracy found in any single group of adults. In a 1987 study by Rosenthal (as cited by Hansell & Voelkel, 1992) estimated it to be between 50%-60% compared to 10% of the general public.

Forlizzi (1989) referred to several studies supporting the high percentages of illiteracy amongst the incarcerated population. One study conducted by Project Literacy US and the Correctional Educational Association (CEA) (1989) concluded that the 3 million incarcerated adults nationwide were undereducated. The CEA further concluded that 60% of the inmate population could not read, write or compute beyond third grade. The National Institute of Corrections (NIC), a branch of the United States Department of Justice, in 1986 concluded that 50% of the incarcerated populations in federal and state prisons could not read or write at all, nearly two-thirds had not completed high school, and only 20% had enrolled in some type of an educational program (Project Literacy US and Correctional Educational Association, 1989.)

The research supports a strong relationship between illiteracy and
incarceration. Among juvenile delinquent offenders 85% were estimated to be illiterate in 1987. Approximately 75% of the incarcerated adults in 1987 didn’t graduate from high school compared to 25% of the general population (Rosenthal, 1987). Kozel estimated in 1983 that 6.6 million dollars was the minimum cost to incarcerate an estimated 260,000 illiterate adults out of a total population of 440,000 nationwide.

Laosa (1982) studied the effects of schooling on family interaction, particularly the effects of schooling on certain behavioral dispositions that determine behavior later as a parent and behaviors which will affect a child’s development of specific cognitive skills, learning strategies and personality. His findings suggest that there is a link between children’s academic failure in ethnic minorities and parental schooling and family interaction. He further concluded that the mother’s educational achievement was strongly related to her children’s level of academic achievement. Forlizzi (1989) further supported intergenerational cycles of literacy; parents who dropped out of the public education systems as teenagers tended to have children who follow the same pattern (Anderson, Hiebert, Scott & Wilkinson, 1984; Kirsch & Jungeblut, 1986, Segalman, 1982; Thompson, 1985).

It should be noted that the major focus of research is on the male adult
incarcerated populations using computer-assisted instruction (CAI) in prison educational programs. No research was found on adult female incarcerated populations, participation in educational programs, or the use of CAI. A critical need exists to examine female adult education programs inside prisons, the delivery of educational services, and female achievement.

**Prison Education and Computer-Assisted Instruction**

Meyer, Ory and Hinkley (1983) evaluated the effectiveness of traditional instruction versus computer-managed instruction (CMI) with an initial sample of 359 adult male inmates in the Illinois Department of Corrections. The inmates participated in three self-paced and three PLATO/CMI programs. The PLATO/CMI program was comprised of a management system of tests with instructional lessons in each of three areas of study reading, math and language. The curricula are mastery based, and student progress can be easily checked by the student, teacher or aide. The subjects were pre-post tested on the Test for Adult Basic Education (TABE) and the Tennessee Self-Concept Scale (TSCS). At the end of three months of instruction, 47% of the original sample were tested. The reduced sample size was due to attrition of the participants. The results indicated significant gains for all students in the three subject areas. The greatest gains were in language, with the least gain in reading comprehension.
There were problems in the administration and scoring of the TSCS invalidating the test results for that portion of the study. The researchers had hoped to link student age, ethnicity, prison sentence and security level with student achievement in either the classroom or through PLATO/CMI.

A study of Askov, Bixler, and Maclay (1986) focused on the effectiveness of CAI courseware developed for adults reading below fourth grade. Eleven male inmates with reading levels between 0.0 and 4.0 completed between 18-25 hours a week with computer software. They were pre-post tested on the Wide Range Achievement Test (WRAT) and the Slossan Oral Reading Test (SORT). After completing ten months in the program they were post tested. The results indicated a 90% retention of materials learned.

In another study by Askov (1986) an experimental/control group of 27 male inmates was tested with two sections of the Baltimore County Design, the Bader Reading and Language Inventory, the SORT, and a test of incidental learning of computer words. This group used the computer software 10-22 hours a week and received small group and tutorial instruction with traditional beginning materials for adults. Twenty-three male subjects completed the program and were pre-post tested using the same criteria for the treatment group. The CAI had software for 1000 high frequency and functional words for
the adult beginning readers. The goal was to expand word recognition. Mastery was established at 90% with each pre-test before each lesson. The male subjects were able to transfer vocabulary learned from CAI to a reading level and met the goal according to the researcher. A statistically significant difference was found on the Bader Reading and Language Inventory. The control group showed no improvement on the post test measure and had fallen behind the experimental group even though they started out at higher grade levels.

**Adult Learners in ABE Programs Using CAI**

There are numerous research studies on adults in Adult Basic Education (ABE) programs using CAI. The majority of these studies involve male subjects.

A longitudinal study to evaluate both cognitive and affective effect of CAI by Buckley and Rauch (1981) used Computer Curriculum Corporation Software Products over a three year period with 100 ABE students ages 17 - 79. The sample consisted of 67 women and 33 men. Their reading levels ranged from 3.0 - 7.0. They were pre-post tested using the California Achievement Test (CAT). The experimental group used CAI as the regular method of learning skills in reading, language and math. The results indicated that CAI use produced greater growth in reading and math than traditional classroom
learning; however, the researchers did not provide the statistical data to support its claim. The students spent 80% more contact hours in the program than traditional classroom learning. Again no statistical data were presented to support this conclusion. All students expressed favorable positive attitudes towards the use of CAI. The researchers concluded that in structure and design CAI seemed to be an effective supplemental medium for ABE students. What this research study failed to do was to actually have a control group in a traditional classroom setting, and failed to compare male and female achievement.

Broussard (1983) conducted a three year study using CAI and computer managed instruction (CMI) in home based adult education programs. Phase I used curriculum from Computer Curriculum Corporation, to supplement students enrolled in a traditional adult education program. Phase II expanded CAI to two additional sites. Effectiveness of treatment was determined by comparing grade equivalent scores between CAI and non-CAI students in Lafayette Parish in the state of Louisiana. Thirty-nine subjects received CAI over 93 sessions of 2½ hours each. The CAI group in Phase II scored 2.2 on a statewide basis versus non-CAI students at 1.4, a gain of .8 was found to be statistically significant by the researcher. The study also prepared a draft of a
curriculum guide and field tested it in Phase III. The study concluded that undereducated adults can utilize CAI marketed by Computer Curriculum Corporation. The use of CAI coupled with regularly available teachers and materials enhances Adult Education Services. The use of CAI software, including CMI, was portable to homebound and those adults who attended classrooms part-time with teacher support.

Macmurdo (1988) used two groups (N=15) of ABE students reading below fourth grade with the Laubach Way to Reading. Project Star Software was used for CAI. On average, the control group advanced 0.7 of a grade after 50 hours of instruction compared to the experimental group of 1.2 grades. The researcher did not indicate whether the finding was statistically significant. The researcher concluded that the subjects were more confident, comfortable and felt in control using computers, for the self-pacing and privacy the computer offered. However, these conclusions are based on observation and were not part of the experimental design.

Wandberg, Meisner and Busick (1985) compared a control and experimental group using Language Experiment Approach Program (LEAP) software. After twenty-two hours of instruction, the experimental group gained one grade level of improvement using the Degrees of Reading Power Test. The
researchers failed to provide the Degrees of Reading Power Test results for the control group. They concluded that the control group displayed improved motivation and self-confidence, but the researchers failed to provide for this observation in the design of the study. Another significant question is raised by the short duration of the study and whether the results would be significant.

Nurss (1989) found no significant differences between CAI non-readers and traditionally instructed non-readers using the TABE and a writing sample. Principles of Alphabet Literacy Systems (PALS) produced by IBM and a traditional method were used over eight months and 100 hours of contact time. The control group improved 0.74 of a grade level, while the experimental group improved 0.34 of a grade level. Attrition problems in the control group may have had a significant effect on the outcome.

Parks (1990) randomly assigned adults reading below third grade to a control group (N=15) using individualized instruction and an experimental group (N=17) using a combination of CAI and individual instruction. The groups completed 30-32 hours of reading instruction. Significant testing data supported the control group while the experimental group showed no gain. However, the duration of the study raised questions on the test results and the conclusions drawn by the researcher.
CAI and Adult Literacy Programs

Askov and Clark (1991) studied the use of CAI on adult literacy subjects. They concluded that computers provided adult learners with privacy and individualized instruction, flexibility in scheduling, open entry and open exit where they left off, confidentially stored records, and empowerment. In terms of achievement, studies by Askov (1986); Askov, Maclay and Bixler (1987); Maclay and Askov (1987) (1988) demonstrated better than average gains using computer-assisted instruction. However, Clark (1983) cautioned that achievements gained might be due to other factors besides the computers. These other factors could be related to the content, the adoption of computer technology, the rethinking of curriculum, better classroom instruction or novelty.

A six month study by Moore and Askov (1989) examined the attitudes of older illiterate adults towards using computers for reading instruction. The subjects were ten Afro-American males, ranging in ages from 66-86 with educations ranging from second grade through eleventh grade. They were tutored by ten females, ranging in age from 64-72. All the tutors were educated at the secondary school level and beyond. Seven had prior tutoring experiences; three had computer background. The researchers used a questionnaire and the
SORT as pre-post tests. The subjects were given 6-19 hours of instruction. At the end of the study, seven pairs remained actively engaged in reading instruction. The results indicated a mean gain of two months in reading and positive attitudes toward CAI.

Computers also enable adult learners to take responsibility for their own self-concepts and attitudes as they see real progress. Numerous studies (Askov & Brown, 1988; Hopey, 1994; Lewis, 1988) determined that computers had a positive effect on student learning. They provided immediate non-threatening feedback and improved the quality of instruction. The researchers found problems with student assessibility on computers, lack of funding to purchase CAI programs, lack of staff training and support for technological tools, and the lack of training on computers by both teachers and students as deterrents to success on computers.

An intergenerational study by Maclay and Askov (1988) studied 37 mothers and 19 fathers who were tested with reading levels below fourth grade. The researchers used the Slosson Oral Reading Test (SORT), two sections of the Baltimore County Design (BCD), and the Bader Reading and Language Inventory. They were required to complete 20 hours of instructional time using CAI. A group of 24 parents who were interested in the program but were unable
to attend served as the control group. At the end of the study, the experimental group gained more than one year of reading level improvement. The control group was not pre or post tested since they received no treatment. The study hypothesized that parents who attended the program might influence positively their children's attendance at school. They found that 3 months before the study those children attended 88 out of 100 days. After the study, these same children attended 95 out of 100 days. This is statistically significant (p<.05) positive change in attendance.

This particular study points out that parents who can not read to their children or who marginally read cannot serve as the role model provided by literate parents. The illiterate parents are limited in their ability to help their children with school work. Parents who have had bad experiences in school including failure, pass these same attitudes onto their children. The researchers point out that the enormous effect of family can negatively impact a good program's effect. They conclude that a "whole family" approach is needed to educate the members.

**Handicapped Adults in ABE Programs Using CAI**

Main (1984) studied CAI on mentally and physically handicapped adult non-readers in an ABE setting. Math and language skills were targeted for this
study. The subjects used the computers twice a week for 45 minutes and received one and a half hours of traditional classroom instruction with a teacher. They completed 49½ hours on computers and 99 hours of classroom instruction. They were pre-tested on the Brigance and retested one year and seven months later into the next school year. Skills targets for mastery included alphabet recognition, letters and blend sounds, name recognition, recognition of survival words, comprehension of survival vocabulary. The researchers concluded that students seemed to do best with short, frequent periods of instruction on the computer. Traditional classroom teaching was recommended to supplement computer lessons. All subjects made significant progress in word recognition and in math. No significant differences in comprehension skills were found in either group. Lastly, the combination of CAI and classroom instruction seemed to account for greater gains in learning than some subjects previously experienced. The researcher failed to include the sample numbers, the duration of the study or explained the time frames between pre and post testing results.

Culclasure (1982) also studied CAI effects with mentally handicapped adults (N=36) divided into three groups of 12 students each. Group one was given programmed instruction, group two learned in a classroom setting, group
three used author-developed software. Two learning conditions were assessed: massed versus spaced learning. Massed learning was defined as a full sixty minutes of continuous presentation of a subject matter followed by a ten minute break then a sixty minute learning period for a day's total instructional unit. Spaced learning was defined as consisting of thirty minutes periods of continuous presentation of a subject matter followed by a ten minute break. This cycle was repeated until 120 minutes of subject matter had been presented for the day's total instructional unit. The researcher concluded that spaced learning was significantly superior to massed learning. From analysis of the data CAI was a superior instructional methodology to both programmed and traditional classroom instructional approaches. The researcher did no pre-test subjects, but post-tested using a modified version of the CAT.

CAI With School Aged Children

The use of CAI with children has had mixed results in terms of academic success in reading and math. A study by Williams (1993) used high risk randomly selected sixth grade students (N=54). Subjects were pre-post tested on the Stanford Achievement Test (SAT) and then treated with two-20 minute sessions a week on computer software. Subjects were given ten minutes in reading and ten minutes in math twice a week. The data were collected over a
school year. The results indicated a significant difference in reading comprehension, but nothing significant in math application. The researcher concluded that for CAI to be successful, students’ time and progress should be monitored, and teachers should be aware of the curriculum in order to help supplement student learning. The researcher failed to give an analysis of grade scores for the pre-post tests for this study. A second question raised is whether ten minute periods on computers would be as beneficial as claimed.

In another study by Greelee-Moore and Smith (1994) the interactive effects of CD-Rom software on reading comprehension of fourth graders was examined. Using a three way analysis of variance of comprehension scores, they concluded that comprehension scores increased when subjects read longer and more difficult narratives from the computers compared with using standard textbooks alone. However, the researchers failed to provide the statistical data for their study.

Another study by Dixon (1992) integrated computer software reading games with traditional textbooks with 5 seventh grade remedial reading students. The researcher was interested in the effects of CAI reading games on reading scores and attitudes towards reading. The study concluded that students developed positive attitudes toward reading as well as increased reading scores
using CAI.

**Beneficial Aspects of CAI**

An in-depth study by Hopey (1994) on the use of computers in Adult Literacy Programs was conducted in six states: Pennsylvania, New York, Delaware, North Carolina, Illinois and California. The researcher received 515 responses from adult literacy programs to a questionnaire surveying computer usage. These programs included literacy volunteers, colleges, and school districts which offered adult literacy programs. Prisons were not surveyed for this study. An analysis of the data collected indicated that 82% used computers for administrative activities, 66% for instructional activities, 31% for student assessment, and 26% for networking. Only 44% of literacy volunteer programs used CAI for instruction versus 88% of programs administered by community colleges and 76% of those administered in public schools. The survey identified lack of financial support and staff training, student accessibility, software programs as problems. They identified computer benefits as having a positive effect on student learning, availability of immediate and non-threatening feedback, and improved quality of instruction.

A study by Askov and Clark (1991) cited earlier research by Askov and Turner (1989) on the advantages of computers for adult instruction. They
concluded that computers provide learners privacy, individualized instruction tailored to the students' needs and achievement gains. A positive benefit was that as the adult learners took control of learning, they changed their attitudes about themselves by becoming more positive.

A study by Gourgey (1984) identified CAI as providing intensive practice and reinforcement of specific skills, immediate feedback, tailoring of instruction to the students' level of competence, presenting educational materials in a format designed to maintain student interest and attention. CAI maximized the use of limited resources both in terms of instructor attention and student time on tasks, especially when teachers can not get to every student.

Broussard (1981) concluded that literature on the efficiency and effectiveness of CAI while extensive is by no means conclusive. The researcher identified two purposes for CAI in ABE programs: to enhance the quality of the delivery of instruction coupled with time savings, and to provide services in an innovative manner. He further concluded CAI and CMI used together have the potential to extend dramatically the educational opportunities to undereducated adults. The use of CAI could reach adults via home based or institutionalized system, who would otherwise not participate in educational programs. Lastly, CAI and CMI would permit greater flexibility and individualization of ABE
instruction and increase the efficient monitoring capacity for sound program operations.

A study by Finnegaa and Sinatra (1991) concludes that CAI provides a pragmatic way of developing emergent literacy skills of adult learners and writers. Computers and software are effective when integrated into a more traditional instructional program. They concluded that holistic, concept-driven formats are more suited for adult literacy programs that use CAI.
CHAPTER III
Design of the Study

Purpose

The purpose of this study was to determine whether the utilization of CAI impacts reading achievement in adult female inmates enrolled in ABE classes when compared to classroom instruction without computers.

Research Question

Does the use of CAI with incarcerated adult female learners impact on reading achievement when compared to classroom instruction without computers?

Methodology

Subjects

Two groups of twenty each were randomly selected for this study. One served as the experimental group while the other was the control group.

The two groups consisted of adult female incarcerated offenders enrolled in Adult Basic Education classes. Their reading levels ranged from 1.8 to 9.1 at the start of this study, with math levels being an additional determining factor of ABE placement for those with higher literacy levels. The majority of these subjects dropped out of public schools by ninth grade.
All the subjects in this study attended a minimum of one three-hour module of school, Monday through Friday. The maximum number hours for schooling were six hours or two modules, five days a week. The subjects could choose the computer lab in two 1½ hour blocks of time five days a week. All subjects attended school for the five-month period for the study.

Materials

The computer lab utilized a variety of reading programs on multi-levels of increasing difficulty. The software published by Ideal Learning Incorporated consisted of Milliken’s First Reading, Word Perception, Reading in the Content Area, and Comprehension level one and two. The materials found in the Ideal software were purposely designed to reinforce basic reading skills learned in the lower grades. (A more detailed listing of computer reading skills is provided in Appendix D.)

Comprehension I covers grade levels four through six. Two general categories of literal and inferential topics are presented. The literal skills include instructions, word meaning, classifying words, details, main idea, sequencing, comparison, cause and effect, character traits, punctuation, and pronouns. A second level provides the same skills with increased difficulty. The inferential skills include inferential word meaning, details, main idea,
sequences, comparison, cause and effect, character traits, predicting outcomes, figurative language, reality versus fantasy, and fiction versus non fiction. The second level provides the same skills with increased difficulty.

Comprehension II covers grade levels six through adult. It includes skills from Comprehension I, but adds author's purpose, setting, fact-opinion, drawing conclusions and making judgments.

Reading in the Content Area covered lower level secondary students. Skills include vocabulary and comprehension presented in units including the Declaration of Independence, business letters, parts of speech, fictional narrative, and poetic terminology. Work sheets and unit tests are part of the reinforcement of student learning.

Word Perception covers grade levels three through five. Skills presented consisted of phonics, syllables, compound words, past tense and participle, abbreviations, root words, prefixes and suffixes.

First Reader by Milliken covers grades kindergarten through third. The skills in kindergarten cover phonics and alphabet. First grade matched words to pictures, sight words, sentences and phonics skills. In second grade higher vocabulary words were used and repeated the skills from first grade but on an increased level of difficulty. Third grade introduced learners to literature
including short stories and poetry.

The classroom teachers used a variety of reading materials with the primary reading series, Challenger, a New Reader's Press publication. Steck-Vaughn and Jamestown Publishers adult reading materials were also used.

**Measures**

The Test for Adult Basic Education (TABE) was administered to determine pre- and posttest reading levels and achievement during the study.

**Procedure**

In November-December, 1996, a new version of TABE was initially administered to female inmates enrolled in ABE classes. This test was used as a pretest for this study. It also served to identify students for posttesting four-five months later. From this initial group of inmates, two groups were created for this study. The experimental group used the computer lab and the CAI program for reading instruction over a five month period. The computer lab supervisor collected daily work completed on the computer by the experimental group using CMI. The control group received reading instruction in the classroom over the same period without computers. The teaching techniques included individualized and group instruction combined with oral and silent reading assignments. Both independent and cooperative learning styles were
encouraged.

The average number of hours of school participation ranged from 300 hours for one module, or 600 hours for two modules, for both the experimental and control groups.

**Analysis**

The data were statistically analyzed using the $t$ test for independent means.
CHAPTER IV

Analysis of Data

Purpose

The purpose of the study was to determine whether the utilization of computer-assisted instruction impacts reading achievement in adult female inmates enrolled in an Adult Basic Education program (ABE) when compared to classroom instruction without computers.

Null Hypothesis

There will be no statistically significant difference between the reading achievement scores for those students who received CAI versus the students who received reading instruction without computers.

Statistical Analysis

At the start of this study, all ABE students enrolled in school were administered a new form of the TABE as a pretest. This would later serve as the basis for identifying the same students at the end of the study, and the random breakdown into the two groups for this study.

An analysis of the pretest raw scores for the CAI group of N=20 determined a $\bar{x} = 30.90$ and a $S_x = 8.42$. For the non-computer group of N=20 a $\bar{x} = 31.55$ and a $S_x = 9.42$ was determined. A $t$ test for independent means
required for 38 degrees of freedom at 95% confidence level was \( \pm 2.09 \). Since the obtained \( t = -0.26 \), it was concluded that there was no statistical difference between the pretest means. This score established the equivalency of the two groups.

An analysis of the raw scores on the TABE posttest for the same CAI group of \( N=20 \) determined the \( \bar{x} = 31.55 \) and a \( S_x = 9.42 \). The CAI group spent a total of 14,102 minutes on the computer with a \( \bar{x} = 705.10 \) minutes or 235.03 hours of instruction time. The results of the non-CAI posttesting were \( \bar{x} = 36.50 \) and a \( S_x = 6.76 \). The \( t \) test results determined that \( t = -1.91 \).

**Table 1**

**Posttest Results**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N=</th>
<th>( \bar{x} )</th>
<th>( S_x )</th>
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<tr>
<td>CAI</td>
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<td>Non-CAI</td>
<td>20</td>
<td>36.50</td>
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</table>

Required \( t (38df) \alpha \leq .05 = \pm 2.09 \)

The required \( t (38df) \) at the 95% confidence level was \( \pm 2.09 \). Since the obtained \( t \) was \(-1.91\), we must accept the null hypothesis and conclude that there was no statistical difference between the post means.
CHAPTER V
Conclusions and Implications

Purpose

The purpose of this study was to determine whether the utilization of computer-assisted instruction (CAI) impacts reading achievement in adult female inmates enrolled in an Adult Basic Education Program (ABE) when compared to classroom instruction without computers.

Conclusions

The study determined there was no statistical difference between CAI and classroom instruction without computers. However, it does appear that the classroom instruction resulted in somewhat higher reading scores. This could be due to the teacher-student interaction during reading instruction, including multi-teaching techniques for instruction and a wider selection and quality of reading materials. It does appear that both methods of instruction can be successful considering the quality of hardware and software, attitudes, apprehensions, learning styles of individual students and the variety of opportunities for learning.

The Department of Corrections has continued to make every effort to update the computers and software within its prisons. However, they can only
do so much within a limited budget. This upgrading might make computer-assisted instruction more attractive to those students who do not use the computer for whatever reason.

Computer fear is evident with many of the female students. Many of them refuse to use computers or tried just once and never returned.

Computer time is another issue to examine. Currently students use the computer lab only while in a school program. They have no access to computers outside of the program day to continue to learn.

**Implications for Education**

Staff development on the computer software should also be encouraged as part of in-house training. Teachers should be encouraged to view their students at work on computers and interact with them.

From the research, what is striking is how much money is spent to incarcerate illiterate adults in this country on a yearly basis. Yet, less is spent to educate children or even to educate those who are incarcerated. The better use of our tax dollars must begin with the reading difficulties of school aged children. Better and more efficient adult literacy programs should be established in every community. Adults should be encouraged to utilize these programs through employer incentives such as higher wages and promotions.
Women appear to be a more silent victim of illiteracy. As mothers and caregivers, their time is devoted to raising children. Many have given up the dreams of furthering their education or possibly postponing it until the children grow up and leave home. Those who are unfortunate enough to find themselves incarcerated within our prisons may have an opportunity to enroll in education programs. Public policy, educational attitudes, and funding for these programs impact on adult literacy within the prison setting. Women constitute a minority population within the total incarcerated population nationwide. The majority of them are mothers of young children. As such, they are the examples their children will grow up to follow. If anything is to change this progression, it is education.

**Implications for Research**

From this study many questions are raised for further research. How much time must be spent on the computers by students before it actually begins to positively raise their reading levels? Does specific computer software make a difference? Does classroom instruction alone have a greater impact on reading achievement scores or does a combination of CAI and classroom instruction make a difference? Is there a difference between the rates of reading achievement between male and female adult learners using CAI and classroom instruction in comparable programs?
References


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APPENDIX A

Pre-test Raw Scores
### Pre-test Raw Scores

<table>
<thead>
<tr>
<th>CAI Group</th>
<th>Score</th>
<th>Non-CAI Group</th>
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APPENDIX B

Post-test Raw Scores
### Post-test Raw Scores

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APPENDIX C

Computer Time in Minutes for CAI Group
Computer Time in Minutes for CAI Group

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</table>

Total Minutes = 14,102

Average Minutes = 705.10

Average Hours = 235.03
APPENDIX D

Ideal Learning Reading Software Program

Comprehension, Levels One and Two
Reading in the Content Area
Word Perception
Milliken’s First Reader
COMPREHENSION I AND II

Overview

READWARE is a software program composed of four major parts: WORD PERCEPTION, COMPREHENSION I, COMPREHENSION II, AND STUDY SKILLS. This documentation describes COMPREHENSION I only.

Reading is a complex process. As a teacher of reading, it is easy to lose sight of the big picture, namely that you are trying to teach students to obtain MEANING from a written page. You can think of students obtaining meaning after passing through the following three stages:

1. Students associate a sound with each word that they see on a page. If the sound is familiar, they usually attach meaning to the sound.
2. As students read a phrase, sentence, or a paragraph, they translate the sound and meaning of the words into ideas.
3. These ideas are evaluated, interpreted, and organized. These ideas are related to experiences the child has had.

When the above has been accomplished, communication has occurred; the author’s thoughts have been transferred to the reader. Keep in mind that stage three is of primary importance. COMPREHENSION I focuses primarily on stage two. Thus, for COMPREHENSION I to be successful, students must already be competent at stage one (decoding skills), and the program must be followed with more work at stage three (interpretation). We are teaching students to take the words that they have somehow decoded and give them meaning at the phrase, sentence, and paragraph levels. Remember that stage three, communication between the author and the reader, is the primary goal in the teaching of reading.

Students have difficulty with stage two, grasping the meaning of sentences, for two reasons:

1. The student is not prepared to read for any particular purpose; he does not read with a specific objective in mind.
2. When presented a comprehension question, the student lacks a method or process to organize the meaning of the words to answer the question. If the student could verbalize his frustration, he might say, “I know every word I’ve read. I understand what the question asks. What do I do now?”

COMPREHENSION I helps students by giving them purpose. Every lesson is preceded with a brief description of what is to follow; it tells the student the type of questions to expect and where the student should focus his attention.

COMPREHENSION I also helps students by giving them specific methods for attacking questions. Each objective suggests steps the student should follow. These steps are presented in the first lesson for each objective. In addition, students are reminded of these steps at the beginning of each lesson with a quick review.

A critical factor separating READWARE from traditional reading exercises is in the immediate feedback that is given to the students. Students improve their reading ability rapidly when they are given immediate feedback.

Comprehension depends a great deal on the life experience of the reader. For a
passage to have meaning to a child, it must be related to other experiences the child has had. Since experiences vary among individuals, several correct answers to comprehension questions should be provided. Comprehension I offers a list of acceptable answers as opposed to just one specific answer.

You will have best results with READWARE if you and your students understand its intent. It does not pretend to be a replacement for your regular reading program. This program is designed to be a very useful supplement.

Please do not rush the students. Encourage them to slow down, to ponder the questions, and to review previous screens. It is important that students understand that not all correct answers will be accepted; there are many that the computer has not considered. Encourage the students to use their imaginations. Let them see you express your imagination in your interactions with the software.

Prerequisites

This program requires a certain degree of maturity and a minimum reading vocabulary.

Maturity is necessary because we are asking a great deal from students. Compared to other reading activities, students will find questions in COMPREHENSION I to be more demanding. If a student is confused, he will be forced to confront that confusion; the program does not continue until the students handle the confusion. This has the potential of causing frustration for some students. You know your students; those who cannot tolerate frustration may have trouble with this program.

The vocabulary used in COMPREHENSION I escalates as students move through the objective list. Little effort is made to teach vocabulary. COMPREHENSION I assumes that vocabulary development is being accomplished via the students’ normal reading program or by using the READWARE WORD PERCEPTION software.

A student with an initial reading vocabulary of about 800 words or more should have little difficulty with the first objectives. For the higher numbered objectives, students difficulties should be with comprehension rather than vocabulary. This, of course, is what we are trying to improve.

IDEAL LEARNING, INC. READING COMPREHENSION SOFTWARE FACT SHEET

1. How was the software created, and by whom?

The initial design of Comprehension I was done through extensive consultation with several leading reading specialists including Paul Burge of the University of Arkansas at Jonesboro and leading California consultants.

2. How is the teaching material structured within the software program?

Comprehension I is comprised of 40 different objectives that teach a specific topic. The first 20 present the topics at the beginning level of sophistication. The next 20 objectives present these once again but at a higher concept level and vocabulary.

3. How many reading “concepts/skills” are found in the software?

Comprehension I is comprised of 360 in all.
4. How is the reading software integrated into the Curriculum Manager software program?

Each lesson is comprised of about five questions. When a lesson is run, the Curriculum Manager looks at the students' records and looks for a "pass" or a "fail". The pass/fail "flags" are set on the first question in every lesson. If the student has answered this question correctly, he is scored as having passed that lesson. If he does not answer correctly, the Manager remembers and gives him appropriate questions for review.

5. How does the Manager keep score of students' answers?

Each keystroke counts as a "point". The points are added, averaged, and then compared to a fixed passing percentage for the objective. Students with average scores falling below the fixed percentage are "sent back" by the Manager to review the lessons. Teachers should make sure students understand that being "sent back" does not indicate failure. The Reading software has been designed to be presented several times. Two or three "laps" through the same objective is common.

6. What happens when a student does pass an objective?

In Comprehension I: When a student obtains a passing percentage score, (controlled by a parameter in the program) he is moved along to the next objective.

7. What is the reading software like for students to use?

In Comprehension I, every lesson is preceded with a brief description of what the student can expect. The student is also told where to focus his attention. Students are given specific methods for attacking the questions they are presented. The most critical factor separating Readware from traditional exercises is the immediate feedback given to the students. Many features of the program enhance this philosophy. For example, as students input answers in Comprehension I, they are not required to be able to type each word perfectly. When the software recognizes that students are struggling to spell a correct answer, that answer instantly appears on the screen. Another feature designed to minimize frustration allows students to go back and review the preceding screen without being penalized in the scoring system.

Comprehension I

Grade Level 4 - 6

Comprehension I translates the sound and meaning of words into ideas. It is an excellent supplement for any reading program as it teaches students to take words they have decoded and give them meaning at the phrase, sentence, and paragraph levels. Course content includes easier literal and inferential levels plus more difficult material for both levels.

OBJECTIVES
## UNIT I
### Literal Topics I

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<th>Instructions</th>
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<td>IRC1002</td>
<td>Introducing Formats Used with the Computer</td>
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<tr>
<td>IRC1004</td>
<td>One, Two &amp; Three Character Inputs</td>
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<td>IRC1006</td>
<td>The Left-Arrow &amp; How to Review Previous Screens</td>
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<td>IRC1008</td>
<td>Review of the Left-Arrow</td>
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<td>Arranging Words into a Meaningful Sentence</td>
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IRC1024 Continuation of the Above
IRC1026 Continuation of the Above
IRC1028 Continuation of the Above
IRC1030 Continuation of the Above

OBJ3
Classifying Words
IRC1032 Developing Classification Skills
IRC1034 Identifying the Group in Which a Word Belongs
IRC1036 Finding the Word That Doesn't Belong in the Group
IRC1038 Determining Whether a Word Falls into a Certain Category
IRC1040 Finding the Common Group in--What types x, y, and z
IRC1042 Finding Several Items at a Given Location
IRC1044 Selecting the Word that Fits into a Certain Group
IRC1046 Finding the Word that Fits into Group from a Given Sentence

OBJ4
Literal Details I
IRC1048 Definition of the Word Detail, with Examples
IRC1050 Determining Who Did Something from a Single Sentence
IRC1052 Determining What Happened from a Single Sentence
IRC1054 "Who & What" Questions on Details
IRC1056 Detail Questions
IRC1058 Student Answers "When" Questions from a Short Paragraph
IRC1060 "Who, What & Where" Questions from a Short Paragraph
IRC1062 Similar to above with Longer, More Complex Paragraphs
IRC1064 Simple Detail Questions with Several Short Paragraphs
IRC1066 Review of Details

OBJ5
Literal Main Idea I
IRC1068 Determining the Main Idea Explicitly States in a Passage
IRC1070 Finding the Main Idea from a Given Sentence
IRC1072 Continuation of the Above
IRC1074 Finding the Main Idea (as one word) from Two Sentences
IRC1076 Continuation of the Above
IRC1078 Finding the Main Idea of a Paragraph as One Word
IRC1080 Finding One Word That Best Tells about the Paragraph
IRC1082 Continuation of above with Longer, More Complex Sentences
IRC1084 Finding the Best Title for a Paragraph
IRC1086 Finding the Main Idea of a Paragraph
IRC1088 Summary of How One Finds the Main Idea of a Paragraph

OBJ6
Literal Sequence I
IRC1090 Definition of “Event” and “Sequence”
IRC1092 What Happened First from a Single Sentence with 2 Events
IRC1094 What Happened First/Last from a Single Sentence?
IRC1096 Continuation of the Above
IRC1098 Continuation of the Above
IRC1100 Stating What Happens First
IRCl 102 Determining What Happened 1st, 2nd and 3rd from Sentences
IRCl 104 Counting # of Events Happening in a Paragraph & Name Them
IRCl 106 What Happened Last w/Possible Inversion of Sequence
IRCl 108 Continuation of above
IRCl 110 Stating What Happened Last in Several Sentences?
IRCl 112 Review of Literal Sequence

OBJ7 Literal Comparison 1
IRCl 114 Introduction to this concept
IRCl 116 Answer the Questions, Same/Different
IRCl 118 Continuation of above
IRCl 120 Continuation of above with Longer Paragraphs
IRCl 122 What Was the Same with Several Paragraphs at Once?
IRCl 124 What was Different with Several Paragraphs at Once
IRCl 126 “Same” & “Different” Questions with Several Paragraphs
IRCl 128 Review, Comparison Key Words

OBJ8 Literal Cause-Effect 1
IRCl 130 Definition of Cause/Effect with Examples
IRCl 132 Given 1 or 2 Sentences, Determine Effect of an Action
IRCl 134 Continuation of above
IRCl 136 Determining the Cause of an Action Given 1 or 2 Sentences
IRCl 138 Finding the Cause and Effect, from 1 or 2 Sentences
IRCl 140 Finding what the Cause of an Event Was, & What Effect Was
IRCl 142 From a Sentence or Two, Find What Causes What Effect
IRCl 144 Summary of Cause-Effect Review

OBJ9 Literal Character Traits 1
IRCl 146 Definition of Character Traits
IRCl 148 Finding a Character Trait from a One Sentence Paragraph
IRCl 150 Finding a Character Trait w/2 or More from 2 Sentence Paragraph
IRCl 152 Determine Character Traits from a Simple Poem
IRCl 154 Giving Character Traits Associated w/Particular Animals
IRCl 156 Finding Character Traits from Several Paragraphs
IRCl 158 Continuation of above with Harder Questions
IRCl 160 Select Character Trait That best Describes a Person
IRCl 162 Review

OBJ10 Understanding Punctuation 1
IRCl 164 Introduction to Punctuation
IRCl 166 Contractions
IRCl 168 The Colon
IRCl 170 The Colon and Dash
IRCl 172 The Comma
IRCl 174 Review of the above Punctuation

OBJ11 Understanding Pronouns
IRCl 176 Definition of Pronouns
IRCl 178 Continuation of above
IRCl 180 Continuation of above with Harder Examples
IRC1182  Find the Pronouns and the Nouns They Represent
IRC1184  Continuation of the above
IRC1186  Name the Pronoun That Could Replace a Word in Paragraph
IRC1188  Review and Summary of This Objective

UNIT 2
Inferential Topics 1

OBJ1  Word Meaning II
IRC2002  Students Arrange Words in Meaningful Sentences
IRC2004  Continuation of the Above
IRC2006  Continuation of the Above
IRC2008  Continuation of the Above
IRC2010  Continuation of the Above

OBJ2  Inferential Details 1
IRC2012  Define and Explain Inference in Context
IRC2014  Students are Given Several Paragraphs to Make Inferences
IRC2016  Fill in the Details of a Story from Clues
IRC2018  Fill in Details from Clues in the Story
IRC2020  Finish the Details for a Folktale from Clues
IRC2022  Infer Details (a Science Lesson) of a Passage
IRC2024  Answer Inferential Details Questions from Paragraph
IRC2026  Complete the Details, by Inference, of a Passage
IRC2028  Complete Details of a Story by Inference
IRC2030  Best Guess at Details Does Not Have to be Correct

OBJ3  Inferential Main Idea 1
IRC3032  Introduction to Inferential Main Ideas
IRC2034  Students Answer Simple Riddles by Inferring Main Idea
IRC2036  From 1 or 2 Sentences Students Infer Main Idea as 1 Word
IRC2038  Infer Main Idea and Complete Paragraph
IRC2040  Find the Best Beginning to a Paragraph
IRC2042  Find the One Sentence That Does Not Belong in the Story
IRC2044  Give Statement That Explains What Happened in Paragraph
IRC2046  Find the Sentence That Does Not Belong in a Story
IRC2048  Find the Best Title for a One Paragraph Story
IRC2050  Summary: Most Important Details for Inferring Main Idea

OBJ4  Inferential Sequence 1
IRC2052  Finding Events of 2-Sentence Paragraph and Order Them
IRC2054  Given Two Events, Infer Their Sequence
IRC2056  Given Three Events, Infer Their Sequence
IRC2058  Determining Order of 2 or 3 Events Taken from Story
IRC2060  Completing the Paragraph Using the Given Events as Clues
IRC2062  Determining Proper Order of Several Sequence Paragraphs
IRC2064  Arranging a Set of Events into Most Reasonable Sequence
IRC2066 Inferring Unstated Events & Sequence from Given Episode
IRC2068 Inferring Unstated Events & Sequence from Given Episode
IRC2070 Summary of Inferring Sequence

OBJ5 Inferential Comparison 1
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IRC2074 Two Character Inferential Comparisons
IRC2076 Determining Likenesses and Differences between Characters
IRC2078 Complete Table of Characteristics for Use with Questions
IRC2080 Continuation of Lesson 3, with Harder Questions
IRC2082 Determining Likenesses and Differences between Characters
IRC2084 Summary of Inferential Comparison

OBJ6 Inferential Cause-Effect 1
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IRC2096 Continuation of the above
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OBJ7 Inferential Character Traits 1
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IRC2108 Extension of the above Lesson
IRC2110 Assigning a Character Trait to Each Character in Passage
IRC2112 Continuation of the Above
IRC2114 Outstanding Character Trait from a Short Paragraph
IRC2116 Select Character from Story, Tell Why He Feels That Way
IRC2118 Similar to above with Another Story and Harder Questions
IRC2120 Summary of Character Traits

OBJ8 Predicting Outcomes 1
IRC2122 Introduction to Predicting Outcomes
IRC2124 Completing the Sentence with the Most Likely Ending
IRC2126 Completing the Paragraph with the Most Likely Ending
IRC2128 Give What Happens Next
IRC2130 Certain Phrases are Left Out
IRC2132 Completing the Paragraph with the Most Likely Ending
IRC2134 Students Rate Possible Outcomes
IRC2136 Continuation of the above
IRC2138 Explaining Why/Why Not a Suggested Outcome is Reasonable
IRC2140 Summary of What to Consider When Predicting Questions

OBJ9 Figurative Language 1
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IRC2144 Selecting the Closest to a Figurative Expression
IRC2146 Continuation of the Above
IRC2148 Continuation of the Above
IRC2150 Continuation of the Above
IRC2152 Continuation of the Above with Harder Examples
IRC2154 Summary of Figurative Language

OBJ10 Reality vs Fantasy I
IRC2156 Defining of “Reality” and “Fantasy” with Examples
IRC2158 Determining Whether a Sentence is Fantasy or Reality
IRC2160 Continuation of the above with Harder Examples
IRC2162 Continuation with Related Questions
IRC2164 Determining Whether a Paragraph is Reality or Fantasy
IRC2166 Determining What Was Fantasy and Reality
IRC2168 Determining Which is the Closest to Reality & to Fantasy
IRC2170 More Examples

OBJ11 Fiction vs Nonfiction
IRC2172 Defining “Fiction” and “Nonfiction”
IRC2174 Examples with Explanations of the Clues
IRC2176 Continuation of the above
IRC2178 More of the above, with Examples of Realistic Fiction
IRC2180 Examples of Fiction & Nonfiction with Clues to Look for

UNIT 3
Literal Topics II

OBJ1 Classifying Words II
IRC3002 Explanation of the Noun, Verb and Adjective
IRC3004 Continuation of above
IRC3006 Continuation of above
IRC3008 Continuation of above
IRC3010 Determine Which Word Would Fit
IRC3012 Continuation of the above
IRC3014 Which Word is Wrong in a Sentence?
IRC3016 Determine Which Word Fits into Each Set
IRC3018 Continuation of the above
IRC3020 Continuation of the above

OBJ2 Literal Details II
IRC3022 Reviewing the Strategy for Reading for Details
IRC3024 Completing Words Missing from Story Based on Information
IRC3026 Answering Questions about Details
IRC3028 Literal Detail Questions
IRC3030 Reading Excerpt from Tom Sawyer and Answering Questions
IRC3032 Answering Detail Questions
IRC3034 Continuation of above
IRC3036 Continuation of above
IRC3038 Answering Questions about a Passage
IRC3040 Continuation of above
IRC3042 Continuation of above with Harder Questions

OBJ3 Literal Main Idea II
IRC3044 Reviewing of the Strategy for Finding the Main Idea
IRC3046 Determining Whether the First Sentence has the Main Idea
IRC3048 Continuation of above
IRC3050 Stating the Main Idea of a Paragraph
IRC3052 Stating the Main Idea of Several Paragraphs
IRC3054 Stating What the Paragraph is about in One Word
IRC3056 Continuation of above
IRC3058 Stating What the Story is about from Several Paragraphs
IRC3060 Giving Some Titles from Several Paragraphs
IRC3062 Summary of Strategies for Finding the Main Idea

OBJ4 Literal Sequence II
IRC3066 Determining What the Events are in a Paragraph
IRC3068 Finding the First and Last Events of a Passage
IRC3070 Determining the Sequence of Occurrence with Key Words
IRC3072 Determining which of 2 Events Happened First
IRC3074 Sequencing Events for Passage Containing Numerous Events
IRC3076 Determining What Happens First
IRC3078 Determining What Happens Last
IRC3080 Determining What Happened First, Second, and Third
IRC3082 Giving the Order in Which Instructions Should Be Done
IRC3084 Summary of Sequence Strategy

OBJ5 Literal Comparison II
IRC3086 Reviewing Literal Comparison and Strategy
IRC3088 Comparing of Familiar Animals and Objects
IRC3090 Comparing Characters & Feelings abt 2 Musical Instruments
IRC3092 Comparing the Likenesses and Differences of 2 Things
IRC3094 Continuation of above
IRC3096 Continuation of above
IRC3098 Determining the Similarities & Differences of Character
IRC3100 Key Words That Indicate How 2 Things Should be Compared

OBJ6 Literal Cause-Effect II
IRC3102 Reviewing Cause/Effect
IRC3104 Two Paragraphs--One Contains Cause and the Other Effects
IRC3106 What was the Cause? What was the Effect?
IRC3108 Continuation of above
IRC3110 Student Identify Which is the Cause and Which is Effect
IRC3112 Finding Cause and Effect Within a Passage
IRC3114 Continuation of above
IRC3116 Identifying the Causes & Effects of a Longer Passage
IRC3118 True and False Statements about Cause and Effect
IRC3020 Summary of Causes and Effects

OBJ7 Literal Character Traits II
IRC3122  Reviewing Literal Character Traits
IRC3124  Finding the One Word that Best Describes a Character
IRC3126  Determining What Character Trait belongs w/Each Character
IRC3128  Finding Information Revealing How Characters Feel & Think
IRC3130  Finding the Most Outstanding Trait for Each Character
IRC3132  Continuation of above with Harder Examples
IRC3134  Reviewing Literal Character Traits

OBJ8  Punctuation II
IRC3136  The Semicolon
IRC3138  The Parentheses
IRC3140  Using Commas to Separate Items in a List
IRC3142  Using Commas to Offset a Person’s Name
IRC3144  Using Commas to Offset an Alternative Name
IRC3146  Using Commas as a Pause to Keep Reader from Misreading
IRC3148  Changing the Meaning of Sentence by Altering Punctuation
IRC3150  Reviewing everything above

OBJ9  Pronouns II
IRC3152  Reviewing pronouns
IRC3154  Naming the Pronoun That Represents the Noun
IRC3156  Using Pronouns before the Noun They Represent
IRC3158  Determiners
IRC3160  Continuation of above
IRC3162  Continuation of above
IRC3164  Continuation of above

UNIT 4  Inferential Topics II

OBJ1  Inferential Details II
IRC4002  Reviewing Inference Strategy with some Easy Examples
IRC4004  Completing a Story with Context Clues and Inference
IRC4006  Inferring Details from a Personal Letter
IRC4008  Completing a Story with Context Clues and Inference
IRC4010  Inferring Details of a Four Sentence Scenario
IRC4012  Continuation of above
IRC4014  Infer Details from a One-Page Passage Presented at Once
IRC4016  Continuation of above
IRC4018  Continuation of above with Harder Sentences
IRC4020  Continuation of above
IRC4022  Question and Passage—Infer the answer in both cases
IRC4024  Summary: Examples Used Contain More Difficult Reading

OBJ2  Inferential Main Idea II
IRC4026  Review of Inferential Main Idea
IRC4028  Infer the Main Idea from a Short Paragraph
IRC4030  Infer the Main Idea from a Long Paragraph
IRC4032 Continuation of above
IRC3034 Finding Main Idea from Dialogue (in the Form of Play)
IRC4036 Find the Main Idea from the Newspaper Articles
IRC4038 Continuation of above
IRC4040 Summary: Examples Containing More Difficult Reading

OBJ3 Inferential Sequence II
IRC4042 Reviewing the Procedure for Inferring Sequence
IRC4044 Some Events are not State in Passage, Must be Inferred
IRC4046 Inferring an Event & Inferring When it Happened in Passage
IRC4048 Similar to above with Higher Level of Inference Expected
IRC4050 Inferring the Sequence of Events
IRC4052 Infer Sequence of Events & Order in Which They Occurred
IRC4054 Infer Unstated Event & Recognize Where it Fits in Story

OBJ4 Inferential Comparison II
IRC4056 Reviewing Inferential Comparison
IRC4058 Selecting Characteristics That are Similar and Different
IRC4060 Inferring the Answers to Questions about Animals
IRC4062 Inferring the Answers to Questions That Make Comparisons
IRC4064 Similar to above with Higher Level of Inference
IRC4066 Similar to above with Higher Level of Inference
IRC4068 Similar to above
IRC4070 Summary

OBJ5 Inferential Cause-Effect II
IRC4072 Inference of an Unstated Cause, Effect & Relationship
IRC4074 Multiple Effects from One Cause
IRC4076 Multiple Cause from One Effect
IRC4078 Inferring an Unstated Cause
IRC4080 Continuation of above
IRC4082 Inferring an Unstated Effect
IRC4084 Inferring What Would Happen if the Cause Did Not Happen
IRC4086 Summary of Cause and Effect

OBJ6 Inferential Character Traits II
IRC4088 Reviewing Inferring Character Traits & Where to Focus
IRC4090 Given Character Trait Before, Look for Character w/Trait
IRC4092 Most Appropriate Character Trait from List and Reason Why
IRC4094 Naming a Character That is Like a Certain Character Trait
IRC4096 Matching a Character with a Given Trait
IRC4098 Continuation of above
IRC4100 Name the Character That Best Fits a Given Trait
IRC4102 Explaining What Character Trait Caused a Certain Behavior
IRC4104 Answering Why Characters Have Certain Traits

OBJ7 Predicting Outcomes II
IRC4016 Reviewing with Some Very Clear Examples
IRC4018 Thinking of a Story as a Movie, & Tell What Happens Next
IRC4110 Completing a Story and Stating What Happens Next
COMPREHENSION II

Grade Level 6 - Adult

Comprehension II is a sequel to Comprehension I, featuring both literal and inferential strands. Its purpose is to stimulate the reader to deal effectively with interesting content which crosses the curricular lines. This is accomplished through a variety of prompts, questions and, responses that both instruct and challenge.
### OBJECTIVES

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### UNIT 1

**Literal Topics I**

#### OBJ1  Literal Details

- 07C20101 Defining of Detail(s), Context, Clue Words
- 07C20102 Who, What Questions: Most Significant Detail
- 07C20103 Who, What, When Questions
- 07C20104 Who, What, When, Where Questions Regarding Facts
- 07C20105 Who, What, When, Where, How Questions
- 07C20107 Review of Lessons 1 - 7
- 07C20108 Factual Details, Descriptive Details
- 07C20109 Details of Fact, Details of Opinion
- 07C20110 Review of Lessons 1 - 10

#### OBJ2  Literal Main Idea

- 07C20201 Context: Topic
- 07C20202 Context Clues, Topic Main Idea
- 07C20203 Topic, Main Idea Sentence
- 07C20204 Outlines, Main Topic, Sentence
- 07C20205 Main Idea, Subordinate idea
- 07C20206 Unstated Main Idea, Multiple Parts of a Main Idea
- 07C20207 Review of Lessons 1 - 6
- 07C20208 Topic, Main Idea, Supporting Details
- 07C20209 Topic, Main Idea, Supporting Details
- 07C20210 Topic, Main Idea, Supporting Details of Reading Sessions
- 07C20211 Review of Lessons 1 - 10
07C20707 Drawing Conclusions Based on Facts and Info. By Author
07C20708 Review of Lessons 1 - 7

OBJ8 Literal Character Traits
07C20801 External Characteristics: Appearance
07C20802 External Characteristics: Behavior and Appearance
07C20803 External Characteristics: Speech, Behavior, Appearance
07C20804 Reviewing External Characteristics
07C20805 External and Internal Characteristics = D
07C20806 Formal Definition of a Character Trait
07C20807 Revealing Internal Characteristics through Dialogue
07C20808 Review of Lessons 1 - 7

UNIT 2
Inferential Topic 1

OBJ1 Inferential Details - Main Idea
07C20901 Review of Terms, Topic, Main Idea, Main Idea Sentence
07C20902 Inferring and Interpreting Main Ideas and Details
07C20903 Inferring and Interpreting Main Ideas in Nonfiction
07C20904 Inferring Details and Interpreting Main Ideas in Poetry
07C20905 Distinguishing Valid Inferences with Supporting Evidence
07C20906 Inferring Details and Interpreting Main Ideas
07C20907 Reviewing Lessons 1 - 6

OBJ2 Inferential Fiction and Nonfiction
07C21001 Discriminating Fiction Passages from Nonfiction
07C21002 Making Inferences from Titles
07C21003 Making Inferences about Short Representative Passages
07C21004 Making Inferences Using a Short Story
07C21003 Comparing and Contrasting Narrative Fiction/Nonfiction
07C21004 Distinguishing between Exposition, Narration and Persuasion
07C21005 Identifying Author Purpose; Objective Writing
07C21006 Descriptive and Objective Writing
07C21007 Review of Lessons 1 - 8 (Check-up Questions)

OBJ3 Inferential Figurative Language
07C21101 Defining Figurative Language, Hyperbole
07C21102 Recognizing Figurative Language; Cliche, Connotation
07C21103 Simile, Metaphor, Hyperbole, Understatement, Cliche
07C21104 Defining Personification
07C21105 Defining Imagery
07C21106 Identifying Figurative Language in Literature
07C21107 Identifying Figurative Language in Literature
07C21108 Review of Lessons 1 - 7

OBJ4 Inferential Reality/Fantasy
07C21201 Defining Reality and Fantasy
07C21202 Making Inferences about Reality and Fantasy
Mythmaking: a Blend of Reality and Fantasy
Metaphor Used to Express Reality and Fantasy
Judging Circumstances to Determine Reality and Fantasy
Fantasy in Unexplained Events such as Psychic Phenomena
Humor in Reality and Fantasy
Review of Lessons 1 - 7

Inferential Cause and Effect
Figurative Expressions for Cause and Effect
Using Cause/Effect to Make Valid Inferences
Paragraph Order of Events/Effect Order of Events
Clue Words to Help Order Cause and Effect
Interpreting Cause/Effect with Character Traits
Interpreting Cause and Effect with Character Traits
Paragraph Order and Cause and Effect Order of Events
Review of Cause and Effect Relationships
Review of Lessons 1 - 8

Inferential Drawing Conclusions
Distinguishing between Drawing Conclusions and Predicting
Making Conclusions and Predicting Using Science
Drawing Conclusions and Predicting Outcomes
Drawing Conclusions and Predict Outcomes
Drawing Conclusions and Predict Outcomes
Drawing Conclusions and Predicting Outcomes
Review of Lessons 1 - 6

Inferential Author’s Purpose
Author Purpose in Fiction; Point of View in Fiction
Omniscient and Limited--Omniscient Author Points
Expository Objective Point of View
Interpreting in First-Person Point of View
Four Points of View
Review of Lessons 1 - 5

Inferential Setting-Comparison
Defining Setting
Setting as Metaphor for Character
Setting with an Object as Symbol
Setting and the Senses
Setting as Contrast
Matching Setting with Situation
Connotation and Denotation, Repetition, Mood
Comparing and Contrasting between Setting and Character
Review of Lessons 1 - 8

Inferential Character Traits
Defining Character, Character Traits, Characterization
Distinguishing Internal and External Character Traits
External Character Traits Revealing inside Character
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**OBJ10** Inferential Fact-Opinion

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**OBJ11** Inferential Making Judgments

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READING IN THE CONTENT AREA

Grade Level - Lower Level Secondary Students

Reading instruction is combined with five content area subjects to help students understand what they read. Students study both vocabulary and comprehension in each of the following units: Declaration of Independence, Business Letters, Eight Parts of Speech, Fictional Narrative, and Poetic Terminology. Worksheets and unit tests accompany the course.

I. The Declaration of Independence
   1. Vocabulary Terms I--Includes terms such as: colonies, document, Constitution, unanimous and former
   2. Vocabulary Terms II--Includes terms such as: dissolve, political, entitle and taxes
   3. Vocabulary Terms III--Includes terms such as: self-evident, endowed, pursuit, alter, charter
   4. Vocabulary Terms IV--Includes terms such as: abolish, prudence, disposed and accustomed
   5. Vocabulary Terms V--Includes terms such as: independence, liberty, abuses, evinces, despotism, and jurisdiction
   6. Review of Terms--Crossword puzzles and multiple choice exercises
   7. Comprehension of the Declaration--Study of the actual document and exercises

II. The Eight Parts of Speech Outline
   1. Nouns
   2. Pronouns
   3. Adjectives
   4. Verbs
   5. Adverbs
   6. Preposition
   7. Conjunctions
   8. Interjections
   9. Review Activity
   10. Mastery Test

III. The Poetic Terminology Outline
   1. Introduction Terms Part I--Includes terms such as: poetry, content, form, rhyme, internal rhyme and end rhyme
   2. Review of Terms Part I--Matching exercises
   3. Introduction of Terms II--Includes terms such as: scansion, denotation, assonance, alliteration, metaphor and personification
   4. Review of Terms II--Matching exercises
   5. Application of Terms--Crossword puzzles of terms
   6. Techniques of Studying a Poem
7. Recognition of Poetic Elements
8. Analysis of Content in Poem

IV. The Fictional Narrative Outline
1. Vocabulary Terms I--Includes terms such as: prose, fiction, narrative, novel, characters and short stories
2. Vocabulary Terms II--Includes terms such as: antagonist, flat character, round character and protagonist
3. Vocabulary Terms III--Includes terms such as: plot, exposition, rising action, dramatic, climax and denouement
4. Review of Terms I - III--Matching Exercises
5. Vocabulary Terms IV--Includes terms such as: theme, point of view, total omniscient point of view and personal point of view
6. Review of Terms I - IV--Matching Exercises
7. Vocabulary Terms V--Includes terms such as: foreshadowing, verbal irony, symbol, allusion and situation irony
8. Review of Terms I - V--Fill-in-blank exercise using terms
9. Recognition of Terms--Multiple choice exercise
10. Comprehension of Terms--Fill-in-blank exercising using terms
11. Application of Terms--Multiple choice exercises

IV. The Business Letter Outline
1. Parts of a Business Letter
2. Styles used in Business Letters
3. Letter of Request
4. Letter of Order
5. Letter of Complaint and Adjustment
6. Letter of Application
7. Folding a Business Letter
8. Addressing the Envelope
9. Review of Terms

UNIT 1
The Declaration of Independence

OB. Vocabulary Terms I
ARC104 Colonies, Document, Constitution, Unanimous and Former
ARC106 Drill Exercise on Vocabulary Terms I

OBJ2 Vocabulary Terms II
ARC108 Dissolve, Political, Assume, Entitle and Taxes
ARC110 Drill Exercise on Vocabulary Terms II

OBJ3 Vocabulary Terms III
ARC112 Self-evident, Endowed, Pursuit, Alter, Charter
UNIT 2
The Eight Parts of Speech

OBJ.

Nouns
ARC142 Selection of Nouns in Sentences
ARC144 Drill and Practice
ARC146 Classification of Nouns
ARC148 Drill and Practice
ARC150 Common and Proper Nouns
ARC152 Drill and Practice
ARC154 Identification of Nouns

Pronouns
ARC156 Identification of Pronouns
ARC158 Drill and Practice

Adjectives
ARC160 Identification of Adjectives
ARC162 Drill and Practice
ARC164 Possessives Used as Adjectives
ARC166 Drill and Practice

Verbs
ARC168 Types of Verbs
ARC170 Drill and Practice
ARC172 Verbs and Verb Phrases
ARC174 Drill and Practice

Adverbs
ARC176 Identification of Adverbs
ARC178 Drill and Practice
UNIT 3
The Poetic Terminology Outline

OBJ. Introduction of Vocabulary Terms I, II, III
ARC212 Poetry, Content, Form, Rhyme, Internal Rhyme & End Rhyme
ARC214 Rhyme Scheme, Couplet, Rhythm, Meter, Poetic Foot
ARC216 Lamb, Lambic Pentameter, Free Verse, Blank Verse, Sonnet
OBJ2 Review of Terms I, II, III
ARC218 Matching Exercise with Terms
ARC220 Matching Exercise with Terms
OBJ3 Introduction of Terms IV
ARC222 Scansion, Denotation, Connotation, Simile, Metaphor, etc.
OBJ4 Review of Terms III, IV
ARC224 Matching Exercises
ARC226 Matching Exercises
ARC228 Matching Exercise Using Terms from Vocabulary 3-4 List
OBJ5 Application of Terms
ARC230 Crossword Puzzle of Many Terms from Vocabulary I-IV
ARC232 True-False Exercise of All Terms from Vocabulary I-IV
OBJ6 Techniques of Studying a Poem
ARC234 Comparison of Terms
ARC236 Matching of Vocabulary Terms with Elements of 5 Poems
OBJ7 Recognition of Poetic Elements
ARC238 Fill-in-blank Exercise--Poetry Terms from 5 Poems
UNIT 4
The Fictional Narrative Outline

OBJECTIVES

OBJECTIVE 1: Vocabulary Terms I

ARC246 Prose, Fiction Narrative, Novel, Character, Short Stories

ARC248 True/False Exercise Using Terms from Vocabulary I List

OBJECTIVE 2: Vocabulary Terms II

ARC250 Antagonist, Flat Character, Round Character & Protagonist

OBJECTIVE 3: Vocabulary Terms III

ARC252 Plot, Exposition, Rising Action, Climax, Denouement

ARC254 Prose, Narrative, Novel, Short Story, Setting Exposition

OBJECTIVE 4: Review of Terms I - III—Matching Exercises

ARC256 Theme, Point of View, etc.

OBJECTIVE 5: Review of Terms I - IV

ARC258 Matching Exercise

OBJECTIVE 6: Vocabulary Terms V

ARC260 Foreshadowing, Verbal Irony, Symbol, Allusion, etc.

OBJECTIVE 7: Review of Terms I - V

ARC262 Prose, Fiction, Narrative, Exposition, Theme, etc.

OBJECTIVE 8: Recognition of Terms

ARC264 Prose, Fiction, Narrative, Exposition, Theme, etc.

ARC265 Crossword Puzzle

OBJECTIVE 9: Comprehension of Terms

ARC266 Prose, Fiction, Narrative, Novel, Short Story, Setting

ARC268 Flat, Round, Static & Dynamic Characters, etc.

OBJECTIVE 10: Application of Terms

ARC270 Flat, Round, Static & Dynamic Characters, etc.

ARC272 Multiple Choice Exercise w/Terms: Setting, Plot Theme

ARC274 Objective, Personal, Foreshadowing, Flashback, etc.

ARC276 Point of View, Foreshadowing, Flashback, etc.

UNIT 5
The Business Letters Outline

OBJECTIVES

OBJECTIVE 1: Parts of a Business Letter

ARC278 Introduction of Terms I
ARC280 Introduction of Terms II
ARC282 Drill and Practice

OBJ2 Styles Used in Business Letters
ARC284 Semi-Block Style
ARC286 Indented Style
ARC288 Block Style
ARC290 Drill and Practice

OBJ3 Letter of Request
ARC292 Description of the Term
ARC294 Drill and Practice

OBJ4 Letter of Order
ARC296 Description of the Term
ARC298 Drill and Practice

OBJ5 Letter of Complaint and Adjustment
ARC300 Description of the Term
ARC302 Drill and Practice

OBJ6 Letter of Application
ARC304 Description of the Term

OBJ7 Folding a Business Letter
ARC306 Description of Procedure
ARC308 Drill and Practice

OBJ8 Addressing the Envelope
ARC310 Description of Procedure
ARC312 Drill and Practice

OBJ9 Review of Terms
ARC314 Crossword Puzzle
ARC316 Drill and Practice I
ARC318 Drill and Practice II
ARC320 Drill and Practice III
ARC322 Drill and Practice IV
WORD PERCEPTION

RATIONALE

Readware is reading courseware designed for students in grades 4 - 8. The first unit to be introduced was Comprehension I which deals directly with those skills being taught in upper elementary classrooms. However, since many students do not read at “grade level,” there is a need for more work in basic reading skills to meet the needs of these lower level readers. Word Perception is our courseware to answer those needs.

Word Perception is not designed to teach reading to beginning readers. Rather, it is intended as a second chance to present early reading skills to those students who have been fully instructed in a basal program of beginning reading. This courseware is designed:

1. To present skills in a different mode from basal texts.
2. To help students achieve success in each lesson before moving to the next one.
3. To integrate different word recognition skills before moving to the next separate skills.
4. To be used at grades 4 and 5 with students working below grade level, but it can be used with even older students who need work on these skills.

SPECIFIC FEATURES

This portion of the software is designed with 1500 to 2000 question modules distributed over 48 objectives. A question module consists of a multiple choice - type question, a correct answer, several distractor answers, two levels of responses to incorrect answers, and a response for the correct answer.

All text is presented with a large format character set, closely resembling that which students would find in their readers. It includes characters with diacritical markings, underlined characters, bold characters and several other special characters. The questions are very similar to those found in a phonics book. There are three outstanding features of this software that differentiate it from other software and traditional worksheets:

1. Speed - Zero delay time for feedback and practically zero loading time between questions. The pacing is as fast as students wish it.
2. Two levels of help for incorrect answers. The responses are specific to a student’s incorrect choice.
3. Precise selection of questions for each student. The software keeps a record of each student for each QUESTION. It analyzes these records carefully to select the perfect balance of review, current work, and new work.

The use of the software from the students’ perspective is simple. They read the question and move a pointer with the computer’s arrow keys to their choice. Teachers also will find the software very simple to use because of the traditional nature of the format.

The diacritical markings are used very early and extensively to indicate how words sound. In order to encourage students to understand these diacritical markings, they are included in a pronunciation key which may be brought up by the student at any time by pressing the escape key. Students may then return to their question screen by the press of any key.
The algorithm for question selection very strongly favors questions which a student is missing, but it does not "get hung up" on any one particular question. Students pass an objective when they have mastered a fixed percentage of the questions assigned to the objective. There are approximately 50 questions per objective.

All students will be answering the same percentage of questions right. This gives the proper balance between review and challenge for each student. This is an implicit feature of the software, not something that teachers even need to be concerned about. On the other hand, teachers MAY control objective selection and the manner in which objectives are presented to students. This is done through the choice of Assignment Methods:

1. Automatic—will assign students to all objectives beginning with Objective 1.
2. Teacher Selected Objectives—will assign students to any six objectives the teacher selects.
3. Teacher Selected Sequence—will assign students to a beginning objective and then sequence them to all the objectives which follow.

IDEAL LEARNING INC. WORD PERCEPTION SOFTWARE FACT SHEET

1. How was the software created, and by whom?
   The initial design of Word Perception was done through extensive consultation with several leading reading specialists including Paul Burge of the University of Arkansas at Jonesboro and leading California consultants.

2. How many reading "concepts/skills" are found in the software?
   Word Perception contains over 2,000 lessons in all.

3. How is the reading software integrated into the Curriculum Manager software program?
   Each lesson is comprised of about 5 questions. When a lesson is run, the Curriculum Manager looks at the students' records and looks for a "pass" or a "fail". The pass/fail "flags" are set on the first question in every lesson. If the student has answered this question correctly, he is scored as having passed that lesson. If he does not answer correctly, the Manager remembers and gives him appropriate questions for review.

4. What happens when a student does pass an objective?
   In Word Perception: When a student obtains a passing percentage score for all lessons in that objective (set in this course at 90%), the Manager passes him on that objective. Word Perception does not count each key stroke; however, it scores the students on right or wrong answers for each lesson or module.

5. What is the reading software like for students to use?
   In Word Perception, a pronunciation key is available to students at a key stroke, regardless of where they are within the program. The ability to access this key not only gives students immediate assistance they need to work through a problem, but it also provides valuable reinforcement as students begin to learn new concepts.

WORD PERCEPTION
Grade Level 3 - 5

Word Perception was designed to meet the needs of students who may not read at grade level and need additional work in basic reading skills. Presenting skills in a different mode from basal texts, word perception provides a second chance for students to learn early reading skills. The course's 39 objectives utilize the multiple choice technique with hints and responses as feedback.

OBJECTIVES

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WP0103 Using Sight Words--Lesson 3
WP0104 Using Sight Words--Lesson 4
WP0105 Using Sight Words--Lesson 5
WP0106 Using Sight Words--Lesson 6

OBJ2 Context Clues
WP0201 Context Clues--Lesson 1
WP0202 Context Clues--Lesson 2
WP0203 Context Clues--Lesson 3
WP0204 Context Clues--Lesson 4
WP0205 Context Clues--Lesson 5

OBJ3 Initial Consonants
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WP0302  Initial Consonants--Lesson 2
WP0303  Initial Consonants--Lesson 3
WP0304  Initial Consonants--Lesson 4

OBJ4  Final Consonants
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WP0403  Final Consonants--Lesson 3
WP0404  Final Consonants--Lesson 4
WP0405  Final Consonants--Lesson 5

OBJ5  Long Vowel Vocabulary
WP0501  Long Vowel Vocabulary--Lesson 1
WP0502  Long Vowel Vocabulary--Lesson 2
WP0503  Long Vowel Vocabulary--Lesson 3
WP0504  Long Vowel Vocabulary--Lesson 4
WP0505  Long Vowel Vocabulary--Lesson 5
WP0506  Long Vowel Vocabulary--Lesson 6
WP0507  Long Vowel Vocabulary--Lesson 7
WP0508  Long Vowel Vocabulary--Lesson 8

OBJ6  Short Vowel Vocabulary
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WP0602  Short Vowel Vocabulary--Lesson 2
WP0603  Short Vowel Vocabulary--Lesson 3
WP0604  Short Vowel Vocabulary--Lesson 4
WP0605  Short Vowel Vocabulary--Lesson 5
WP0606  Short Vowel Vocabulary--Lesson 6

OBJ7  Single Vowels
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WP0703  Single Vowels--Lesson 3
WP0704  Single Vowels--Lesson 4
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WP0708  Single Vowels--Lesson 8
WP0709  Single Vowels--Lesson 9
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OBJ9  Vowel Combinations
WP0901  Vowel Combinations--Lesson 1
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WP1602  y Endings--Lesson 2
WP1603  y Endings--Lesson 3
WP1604  y Endings--Lesson 4
WP1605  y Endings--Lesson 5
WP1606  y Endings--Lesson 6
WP1607  y Endings--Lesson 7

OBJ17  Contractions
WP1701  Contractions--Lesson 1
WP1702  Contractions--Lesson 2
WP1703  Contractions--Lesson 3
WP1704  Contractions--Lesson 4

OBJ18  ea and oo
WP1801  ea and oo--Lesson 1
WP1802  ea and oo--Lesson 2
WP1803  ea and oo--Lesson 3
WP1804  ea and oo--Lesson 4
WP1805  ea and oo--Lesson 5
WP1806  ea and oo--Lesson 6
WP1807  ea and oo--Lesson 7
WP1808  ea and oo--Lesson 8

OBJ19  Count Syllables
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WP1903  Count Syllables--Lesson 3
WP1904  Count Syllables--Lesson 4
WP1905  Count Syllables--Lesson 5
WP1906  Count Syllables--Lesson 6

OBJ20  ou and ow Sounds
WP2001  ou and ow Sounds--Lesson 1
WP2002  ou and ow Sounds--Lesson 2
WP2003  ou and ow Sounds--Lesson 3
WP2004  ou and ow Sounds--Lesson 4
WP2005  ou and ow Sounds--Lesson 5
WP2006  ou and ow Sounds--Lesson 6

OBJ21  H and K Blends
WP2101  H and K Blends--Lesson 1
WP2102  H and K Blends--Lesson 2
WP2103  H and K Blends--Lesson 3
WP2104  H and K Blends--Lesson 4

OBJ22  oi, ou and ow Sounds
WP2201  oi, ou and ow Sounds--Lesson 1
WP2202  oi, ou and ow Sounds--Lesson 2
WP2203  oi, ou and ow Sounds--Lesson 3

OBJ23  Compound Words
WP2301 Compound Words--Lesson 1
WP2302 Compound Words--Lesson 2
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WP2304 Compound Words--Lesson 4

OBJ 24 kn, wr, ph, mb Combinations
WP2401 kn, wr, ph, mb Combinations--Lesson 1
WP2402 kn, wr, ph, mb Combinations--Lesson 2
WP2403 kn, wr, ph, mb Combinations--Lesson 3
WP2404 kn, wr, ph, mb Combinations--Lesson 4

OBJ 25 Prefixes
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WP2502 Prefixes--Lesson 2
WP2503 Prefixes--Lesson 3
WP2504 Prefixes--Lesson 4

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WP2602 Break Syllables--Lesson 2
WP2603 Break Syllables--Lesson 3
WP2604 Break Syllables--Lesson 4
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WP2606 Break Syllables--Lesson 6
WP2607 Break Syllables--Lesson 7

OBJ 27 Suffixes
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WP2702 Suffixes--Lesson 2
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WP2804 Plurals--Lesson 4
WP2805 Plurals--Lesson 5

OBJ 29 Vowels with r
WP2901 Vowels with r--Lesson 1
WP2902 Vowels with r--Lesson 2
WP2903 Vowels with r--Lesson 3
WP2904 Vowels with r--Lesson 4

OBJ 30 Suffixes and Root Words
WP3001 Suffixes and Root Words--Lesson 1
WP3002 Suffixes and Root Words--Lesson 2
WP3003 Suffixes and Root Words--Lesson 3
WP3004 Suffixes and Root Words--Lesson 4
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Possessives--Lesson 6

Break Syllables (Hard)
Break Syllables (Hard)--Lesson 1
Break Syllables (Hard)--Lesson 2
Break Syllables (Hard)--Lesson 3
Break Syllables (Hard)--Lesson 4
Break Syllables (Hard)--Lesson 5
Break Syllables (Hard)--Lesson 6

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Contractions--Lesson 2
Contractions--Lesson 3

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WP3702  Past Tense and Participle--Lesson 2
WP3703  Past Tense and Participle--Lesson 3
OBJ38   Abbreviations
WP3801  Abbreviations--Lesson 1
WP3802  Abbreviations--Lesson 2
MILLIKEN'S FIRST READER

KINDERGARTEN LEVEL

UNIT 1
Alphabet

KFR0001 Letters A-M
KFR0002 Letters N-Z

UNIT 2
Initial Sounds

OBJ1 Word List 1: B, C, D
KFR0003 Letter Recognition: b, c, d
KFR0004 Match Picture to Letter: b, c, d
KFR0005 Match Letter to Picture: b, c, d
KFR0006 Letter Slide: b, c, d

OBJ2 Word List 2: F, G, H
KFR0007 Letter Recognition: f, g, h
KFR0008 Match Picture to Letter: f, g, h
KFR0009 Match Letter to Picture: f, g, h
KFR0010 Letter Slide: f, g, h

OBJ3 Word List 3: J, K, L
KFR0011 Letter Recognition: j, k, l
KFR0012 Match Picture to Letter: j, k, l
KFR0013 Match Letter to Picture: j, k, l
KFR0014 Letter Slide: j, k, l

OBJ4 Word List 4: M, N
KFR0015 Letter Recognition: m, n
KFR0016 Match Picture to Letter: m, n
KFR0017 Match Letter to Picture: m, n
KFR0018 Letter Slide: m, n

OBJ5 Word List 5: P, Q, R
KFR0019 Letter Recognition: p, q, r
KFR0020 Match Picture to Letter: p, q, r
KFR0021 Match Letter to Picture: p, q, r
KFR0022 Letter Slide: p, q, r

OBJ6 Word List 6: S, T, V
KFR0023 Letter Recognition: s, t, v
KFR0024 Match Picture to Letter: s, t, v
KFR0025 Match Letter to Picture: s, t, v
KFR0026 Letter Slide: s, t, v

OBJ7 Word List 7: W, Y, Z
UNIT 3
Final Sounds

OBJ1
Word List 1: B, D, G
KFR0035 Letter Recognition: b, d, g
KFR0036 Match Picture to Letter: b, d, g
KFR0037 Match Letter to Picture: b, d, g
KFR0038 Letter Slide: b, d, g

OBJ2
Word List 2: M, N
KFR0039 Letter Recognition: m, n
KFR0040 Match Picture to Letter: m, n
KFR0041 Match Letter to Picture: m, n
KFR0042 Letter Slide: m, n

OBJ3
Word List 3: P, R, S
KFR0043 Letter Recognition: p, r, s
KFR0044 Match Picture to Letter: p, r, s
KFR0045 Match Letter to Picture: p, r, s
KFR0046 Letter Slide: p, r, s

OBJ4
Word List 4: T, X
KFR0047 Letter Recognition: t, x
KFR0048 Match Picture to Letter: t, x
KFR0049 Match Letter to Picture: t, x
KFR0050 Letter Slide: t, x

OBJ5
Word List 5: CK, LL, CH, MP
KFR0051 Letter Recognition: ck, ll, ch, mp
KFR0052 Match Picture to Letter: ck, ll, ch, mp
KFR0053 Match Letter to Picture: ck, ll, ch, mp
KFR0054 Letter Slide: ck, ll, ch, mp

OBJ6
Word List 6: nd, ng, nk, sh, st, th
KFR0055 Letter Recognition: nd, ng, nk, sh, st, th
KFR0056 Match Picture to Letter: nd, ng, nk, sh, st, th
KFR0057 Match Letter to Picture: nd, ng, nk, sh, st, th
KFR0058 Letter Slide: nd, ng, nk, sh, st, th
GRADE 1 LEVEL

UNIT 1
Short A

OBJ1
Word List: Bag to Gas
1FR0001 Match Word to Word
1FR0002 Phonetic Slide
1FR0003 Match Word to Picture
1FR0004 Match Picture to Word
1FR0005 Sight Words
1FR0006 Match Sentence to Picture
1FR0007 Match Story to Picture
1FR0008 Find Sentence in Story
1FR0009 Find Word in Story
1FR0010 Hidden Picture Game

OBJ2
Word List: Hat to Mad
1FR0011 Match Word to Word
1FR0012 Phonetic Slide
1FR0013 Match Word to Picture
1FR0014 Match Picture to Word
1FR0015 Sight Words
1FR0016 Match Sentence to Picture
1FR0017 Match Story to Picture
1FR0018 Find Sentence in Story
1FR0019 Find Word in Story
1FR0020 Hidden Picture Game

OBJ3
Word List: Nap to Wax
1FR0021 Match Word to Word
1FR0022 Phonetic Slide
1FR0023 Match Word to Picture
1FR0024 Match Picture to Word
1FR0025 Sight Words
1FR0026 Match Sentence to Picture
1FR0027 Match Story to Picture
1FR0028 Find Sentence in Story
1FR0029 Find Word in Story
1FR0030 Hidden Picture Game

UNIT 2
Short E

OBJ1  Word List: Bed to Meg
1FR0031 Match Word to Word
1FR0032 Phonetic Slide
1FR0033 Match Word to Picture
1FR0034 Match Picture to Word
1FR0035 Sight Words
1FR0036 Match Sentence to Picture
1FR0037 Match Story to Picture
1FR0038 Find Sentence in Story
1FR0039 Find Word in Story
1FR0040 Hidden Picture Game

OBJ2  Word List: Hen to Pen
1FR0041 Match Word to Word
1FR0042 Phonetic Slide
1FR0043 Match Word To Picture
1FR0044 Match Picture to Word
1FR0045 Sight Words
1FR0046 Match Sentence to Picture
1FR0047 Match Story to Picture
1FR0048 Find Sentence in Story
1FR0049 Find Word in Story
1FR0050 Hidden Picture Game

OBJ3  Word List: Rest to yes
1FR0051 Match Word to Word
1FR0052 Phonetic Slide
1FR0053 Match Word to Picture
1FR0054 Match Picture to Word
1FR0055 Sight Words
1FR0056 Match Sentence to Picture
1FR0057 Match Story to Picture
1FR0058 Find Sentence in Story
1FR0059 Find Word in Story
1FR0060 Hidden Picture Game

UNIT 3
Short 1

OBJ1  Word List: Bib to Jim
1FR0061 Match Word to Word
1FR0062 Phonetic Slide
1FR0063 Match Word to Picture
1FR0064 Match Picture to Word
1FR0065 Sight Words
UNIT 4
Short O

OBJ1  Word List: Bob to golf
1FR0091 Match Word to Word
1FR0092 Phonetic Slide
1FR0093 Match Word to Picture
1FR0094 Match Picture to Word
1FR0095 Sight Words
1FR0096 Match Sentence to Picture
1FR0097 Match Story to Picture
1FR0098 Find Sentence in Story
1FR0099 Find Word in Story
1FR0100 Crane Game

OBJ2  Word List: Hop to Todd
1FR0101 Match Word to Word
1FR0102 Phonetic Slide
1FR0103  Match Word to Picture
1FR0104  Match Picture to Word
1FR0105  Sight Words
1FR0106  Match Sentence to Picture
1FR0107  Match Story to Picture
1FR0108  Find Sentence in Story
1FR0109  Find Word in Story
1FR0110  Crane Game

OBJ3
Word List: Pot to Tot
1FR0111  Match Word to Word
1FR0112  Phonetic Slide
1FR0113  Match Word to Picture
1FR0114  Match Picture to Word
1FR0115  Sight Words
1FR0116  Match Sentence to Picture
1FR0117  Match Story to Picture
1FR0118  Find Sentence in Story
1FR0119  Find Word in Story
1FR0120  Crane Game

UNIT 5
Short U

OBJ1
Word List: Bud to dog
1FR0121  Match Word to Word
1FR0122  Phonetic Slide
1FR0123  Match Word to Picture
1FR0124  Match Picture to Word
1FR0125  Sight Words
1FR0126  Match Sentence to Picture
1FR0127  Match Story to Picture
1FR0128  Find Sentence in Story
1FR0129  Find Word in Story
1FR0130  Hidden Picture Game

OBJ2
Word List: Dump to Lunch
1FR0131  Match Word to Word
1FR0132  Phonetic Slide
1FR0133  Match Word to Picture
1FR0134  Match Picture to Word
1FR0135  Sight Words
1FR0136  Match Sentence to Picture
1FR0137  Match Story to Picture
1FR0138  Find Sentence in Story
1FR0139  Find Word in Story
1FR0140  Hidden Picture Game
UNIT 6
Endings Blends

OBJ1
Word List: Nd, Nk
IFR0151 Match Word to Word
IFR0152 Endings Slide
IFR0153 Match Word to Picture
IFR0154 Match Picture to Word
IFR0155 Sight Words
IFR0156 Match Sentence to Picture
IFR0157 Match Story to Picture
IFR0158 Find Sentence in Story
IFR0159 Find Word in Story
IFR0160 Hidden Picture Game

OBJ2
Word List: St, Mp, Nt
IFR0161 Match Word to Word
IFR0162 Endings Slide
IFR0163 Match Word to Picture
IFR0164 Match Picture to Word
IFR0165 Sight Words
IFR0166 Match Sentence to Picture
IFR0167 Match Story to Picture
IFR0168 Find Sentence in Story
IFR0169 Find Word in Story
IFR0170 Hidden Picture Game

OBJ3
Word List: Sh, Ck, Ng, Th, Nch
IFR0171 Match Word to Word
IFR0172 Endings Slide
IFR0173 Match Word to Picture
IFR0174 Match Picture to Word
IFR0175 Sight Words
IFR0176 Match Sentence to Picture
UNIT 7
Silent E (A-E and I-E)

OBJ1
Word List: Cake to Jane
1FR0181 Match Word to Word
1FR0182 Phonetic Marker
1FR0183 Match Word to Picture
1FR0184 Match Picture to Word
1FR0185 Sight Words
1FR0186 Match Sentence to Picture
1FR0187 Match Story to Picture
1FR0188 Find Sentence in Story
1FR0189 Find Word in Story
1FR0190 Crane Game

OBJ2
Word List: Bike to vine
1FR0191 Match Word to Word
1FR0192 Phonetic Marker
1FR0193 Match Word to Picture
1FR0194 Match Picture to Word
1FR0195 Sight Words
1FR0196 Match Sentence to Picture
1FR0197 Match Story to Picture
1FR0198 Find Sentence in Story
1FR0199 Find Word in Story
1FR0200 Crane Game

UNIT 8
Silent E (O-E and U-E)

OBJ1
Word List: Dove to Mole
1FR0201 Match Word to Word
1FR0202 Phonetic Marker
1FR0203 Match Word to Picture
1FR0204 Match Picture to Word
1FR0205 Sight Words
1FR0206 Match Sentence to Picture
1FR0207 Match Story to Picture
1FR0208 Find Sentence in Story
1FR0209 Find Word in Story
UNIT 9
Double Vowels (AI and EA)

OBJ1
Word List: Bait to Pail
1FR0221 Phonetic Marker
1FR0222 Match Word to Picture
1FR0223 Match Picture to Word
1FR0224 Sight Words
1FR0225 Match Sentence to Picture
1FR0226 Match Story to Picture
1FR0227 Find Sentence in Story
1FR0228 Find Word in Story
1FR0229 Crane Game

OBJ2
Word List: Bead to sea
1FR0231 Phonetic Marker
1FR0232 Match Word to Picture
1FR0233 Match Picture to Word
1FR0234 Sight Words
1FR0235 Match Sentence to Picture
1FR0236 Match Story to Picture
1FR0237 Find Sentence in Story
1FR0238 Find Word in Story
1FR0239 Crane Game

UNIT 10
Double Vowels (EE and OA)

OBJ1
Word List: Sheep to Queen
<table>
<thead>
<tr>
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<th>Word List: Car to Herd</th>
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<td>1FR0261</td>
<td>Match Word to Picture</td>
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<td>Sight Words</td>
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<td>1FR0264</td>
<td>Match Sentence to Picture</td>
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<td>1FR0265</td>
<td>Match Story to Picture</td>
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<td>1FR0266</td>
<td>Find Sentence in Story</td>
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<th>Word List: Middle to Cattle</th>
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<td>1FR0276</td>
<td>Find Sentence in Story</td>
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**GRADE 2 LEVEL**

**UNIT 1**
## Short Vowels

**OBJ1**  
Word List: Crash to Stamp  
- 2FR0101 Word to Picture  
- 2FR0102 Picture to Word  
- 2FR0103 Missing Letters  
- 2FR0104 Sight Words  
- 2FR0105 Sentences  
- 2FR0106 Comprehension

**OBJ2**  
Word List: Chest to Shelf  
- 2FR0107 Word to Picture  
- 2FR0108 Picture to Word  
- 2FR0109 Missing Letters  
- 2FR0110 Sight Words  
- 2FR0111 Sentences  
- 2FR0112 Comprehension

**OBJ3**  
Word List: Drip to Stick  
- 2FR0113 Word to Picture  
- 2FR0114 Picture to Word  
- 2FR0115 Missing Letters  
- 2FR0116 Sight Words  
- 2FR0117 Sentences  
- 2FR0118 Comprehension

**OBJ4**  
Word List: Chop to Stop  
- 2FR0119 Word to Picture  
- 2FR0120 Picture to Word  
- 2FR0121 Missing Letters  
- 2FR0122 Sight Words  
- 2FR0123 Sentences  
- 2FR0124 Comprehension

**OBJ5**  
Word List: Brush to Truck  
- 2FR0125 Word to Picture  
- 2FR0126 Picture to Word  
- 2FR0127 Missing Letters  
- 2FR0128 Sight Words  
- 2FR0129 Sentences  
- 2FR0130 Comprehension

## UNIT 2

### Double Vowels

**OBJ1**  
Word List: Chain to Stain  
- 2FR0201 Word to Picture  
- 2FR0202 Picture to Word  
- 2FR0203 Missing Letters
UNIT 3
Silent E

OBJ1  Word List: Crate to Frame
2FR0301  Word to Picture
2FR0302  Picture to Word
2FR0303  Missing Letters
2FR0304  Sight Words
2FR0305  Sentences
2FR0306  Comprehension

OBJ2  Word List: Bride to Prize
2FR0307  Word to Picture
2FR0308  Picture to Word
2FR0309  Missing Letters
2FR0310  Sight Words
2FR0311  Sentences
2FR0312  Comprehension

OBJ3  Word List: Broke to Prune
2FR0313  Word to Picture
2FR0314  Picture to Word
2FR0315  Missing Letters
2FR0316  Sight Words
2FR0317  Sentences
2FR0318  Comprehension

UNIT 4
Vowel plus R, LE, Y
UNIT 5
Silent Letters B, K, W, C, G

OBJ1 Silent B: Comb to Climb
  2FR0501 Word to Picture
  2FR0502 Picture to Word
  2FR0503 Missing Letters
  2FR0504 Sight Words
  2FR0505 Sentences
  2FR0506 Comprehension

OBJ2 Silent K: Knot to Knight
  2FR0507 Word to Picture
  2FR0508 Picture to Word
  2FR0509 Missing Letters
  2FR0510 Sight Words
  2FR0511 Sentences
  2FR0512 Comprehension

OBJ3 Silent W: Wrench to Wrap
  2FR0513 Word to Picture
  2FR0514 Picture to Word
  2FR0515 Missing Letters
UNIT 6
Diagraphs

OBJ1  Word List: Dawn to Launch
2FR0601  Word to Picture
2FR0602  Picture to Word
2FR0603  Missing Letters
2FR0604  Sight Words
2FR0605  Sentences
2FR0606  Comprehension

OBJ2  Word List: Chew to Argue
2FR0607  Word to Picture
2FR0608  Picture to Word
2FR0609  Missing Letters
2FR0610  Sight Words
2FR0611  Sentences
2FR0612  Comprehension

OBJ3  Word List: Moon to Cook  (OO words)
2FR0613  Word to Picture
2FR0614  Picture to Word
2FR0615  Missing Letters
2FR0616  Sight Words
2FR0617  Sentences
2FR0618  Comprehension

OBJ4  Word List: Clown to Cloud  (OW and OU words)
2FR0619  Word to Picture
2FR0620  Picture to Word
UNIT 7
Multiple Syllables

OBJ1 Compound Words: Lighthouse to Bathroom
2FR0701 Word to Picture
2FR0702 Picture to Word
2FR0703 Missing Letters
2FR0704 Sight Words
2FR0705 Sentences
2FR0706 Comprehension

OBJ2 Compound Words: Airplane to Bookcase
2FR0707 Word to Picture
2FR0708 Picture to Word
2FR0709 Missing Letters
2FR0710 Sight Words
2FR0711 Sentences
2FR0712 Comprehension

OBJ3 Double Consonants: Apple to Pepper
2FR0713 Word to Picture
2FR0714 Picture to Word
2FR0715 Missing Letters
2FR0716 Sight Words
2FR0717 Sentences
2FR0718 Comprehension

OBJ4 Word List: Picnic to Planet
2FR0719 Word to Picture
2FR0720 Picture to Word
2FR0721 Missing Letters
2FR0722 Sight Words
2FR0723 Sentences
2FR0724 Comprehension

UNIT 8
Endings

OBJ1  Plural: Dogs to Roses
  2FR0801  Picture to Word
  2FR0802  Missing Letters
  2FR0803  Sight Words
  2FR0804  Sentences
  2FR0805  Comprehension

OBJ2  Past Tense: Stopped to Poked
  2FR0806  Picture to Word
  2FR0807  Missing Letters
  2FR0808  Sight Words
  2FR0809  Sentences
  2FR0810  Comprehension

OBJ3  “ING” Words: Running to Waving
  2FR0811  Picture to Word
  2FR0812  Missing Letters
  2FR0813  Sight Words
  2FR0814  Sentences
  2FR0815  Comprehension

GRADE 3 LEVEL

UNIT 1
Details

3FR0100  Casey at the Bat
3FR0101  The Man, the Boy, and the Donkey
3FR0102  Ozzie
3FR0103  The Robin’s Red Breast
3FR0104  The Costume Party

UNIT 2
Sequence

3FR0200  Pecos Bill
3FR0201  The Big Little Surprise
3FR0202  Sounds at Night
3FR0203  Tall Corn
3FR0204  The Coming of the Sun

UNIT 3
Main Idea
### UNIT 4
**Drawing Conclusions**

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<td>Laura and the Sticker Club</td>
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<td>3FR0402</td>
<td>The Fox and the Grapes</td>
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<td>3FR0403</td>
<td>The Pictures</td>
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<td>3FR0404</td>
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### UNIT 5
**Cause and Effect**

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<td>The One Who Was Not Afraid</td>
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<td>3FR0502</td>
<td>The Call of the Loon</td>
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<td>3FR0503</td>
<td>Polly the Parrot Talks</td>
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<td>3FR0504</td>
<td>The Wisest Answer</td>
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APPENDIX E

New York State Department of Corrections

Approval for Research
Please Deliver To:  
BARBARA La BELLE

FAX From:  
Paul Korotkin

FAX # SENT TO:

Date and Time:

Total number of pages transmitted: 3 (Including this cover page)

If there is a problem with this FAX, please call [Redacted]

Special Instructions:
Please consider this fax transmission to be your approval to conduct your research study. I have talked with John Nuttal regarding your request.

Best of Luck,

Paul
ATTACHMENT 1

RESEARCH AGREEMENT

TITLE OF STUDY

Does the use of C.A.T with incarcerated Adult female learners impact on reading achievement when compared to Classroom instruction?

NAME & ADDRESS OF RESEARCH ORGANIZATION/SPONSOR

Barbara J. Lavelle

NAME, ADDRESS & TELEPHONE NUMBER OF PRINCIPAL RESEARCHER

[Redacted]

The researcher agrees to abide by all Department of Correctional Services policies which govern the conducting of research.

WHEREAS, the Federal regulations (28 C.F.R. Part 20) impose certain limitations on the use of inmate criminal history information, and mandate that recipients of this information agree to the following conditions.

The researcher agrees that he/she is aware of the substance of the Federal regulations, and that each of the researcher's staff members shall be made aware of the substance of the Federal regulations.

The researcher will use this information only for the purpose of (state purpose):

A Graduate Thesis Study for a Masters in Reading

The researcher will not disseminate this information to anyone or any entity not entitled to receive the information by the laws of the State of New York or Federal Law.

The researcher agrees to institute whatever steps and procedures necessary to adequately protect the security of any Department of Correctional Services records received by the researcher from fire, theft, flood, or other disaster, and from unauthorized penetration and disclosure.

The researcher agrees to permit the Department of Correctional Services to monitor and audit the researcher's compliance with the requirements of the preceding paragraph.

The researcher agrees that the identity of individuals who are identified as abusers of drugs and or alcohol will not be disclosed in any report, or in any other manner.
RESEARCH AGREEMENT

ATTACHMENT 1 CONT'D

The researcher agrees to permit a staff member assigned by the Department to monitor the research project while in progress.

The researcher agrees to submit a plan discussing the anticipated use and dissemination of the research findings for approval prior to the start of research.

The researcher agrees to submit all research findings to the Department for review and comment prior to actual use or dissemination of the findings.

[Signature]
Researcher Date

The New York State Department of Correctional Services hereby approves the request of (Name of Researcher) BARBARA LA BELLE to conduct the study described above and in the attached application.

[Signature]
Assistant Director Date