

SUGGESTED TIMING OF CLASSES FOR HIGH SCHOOL DROPOUTS,
UNEMPLOYED AND MOTHERS

In order to take an adult through the 'Words in Color' materials it would require at least 25 two hour sessions. The amount of time would vary according to the frequency of the class meetings. In other words if the class met only two or three times a week, it would take longer to finish this basic reading system. This belief is based on the fact that continuous learning is better than interrupted learning. If the class meets only a few days per week the learner is not going to retain as much as he would if the class met every day. Therefore, a class that meets irregularly or infrequently is going to require much review. It is to be noted that these classes have been set up to prepare the students so that they can take a General Educational Development Test and that there is much material to be covered in these class sessions. From this it is safe and more realistic to set up the classes with the following projection in mind.

Number of Class Meetings	Time Needed to Complete Course
Two times per week	18-22 weeks
Three times per week	16-20 weeks
Four times per week	14-18 weeks
Five times per week	12-16 weeks

It is to be noted that no projection was made for a class which would meet one time per week. It is highly doubtful that a successful completion of the materials required and development of the learnings necessary could be achieved if the class were to meet only once a week. Each weekly session would require an extensive review and would not allow for much introduction and manipulation of new material.

material. Each class meeting should be two hours long. There should be a teacher and an assistant for each class. This would enable the class work independently or as a whole. The assistant would be gaining experience and training so that in the future he could handle a class by himself.

These are suggestions as to what should be done in some of the sessions.

First session:

Introduce yourself to the class.

All members of the class should introduce themselves.

There should be a brief discussion wherein the participants discuss what they hope to get out of the class.

You should then give a brief overview of the materials and subject matter to be covered in the course.

Pass out the materials needed for the individual student notebooks.

To each student give:

Three one inch shaft roundheads

About twenty sheets of lined manilla paper

Two sheets of construction paper

One pencil

Explain how to make a three ring notebook. Explain how it will be used.

Have students write their names on notebooks. In the notebook, have them write one paragraph telling how many years they went to school, how many years of English, Mathematics, Reading, and History they took, and which school or schools they attended.

Next, discuss when and where the class will next meet, collect the notebooks and dismiss the class.

The teacher should look at the notebooks very carefully. From the information she should be able to get a general idea of the reading, writing, and arithmetic achievement levels of the students. Any information which appears valid about the students' educational levels should be noted. Make out your class record sheet and index cards of the office files.

Second Session

Begin work with the 'Words in Color' materials. If you feel that some of your students are advanced enough in their reading ability, you could start some of them in such materials as the Reader's Digest materials and Figure it out Book One. These materials should be used outside of class at this time.

Third Session

By this time the class should have enough confidence in you for you to begin your diagnostic testing. Explain to them that the tests will only be used so that you can judge where they are and what materials you will need to take them where they have to go.

Give The Survey Section of the Diagnostic Reading Tests Part I forms A and B. This will measure achievement levels grades 4--8. It requires two hours to give both forms. This test assesses: reading rate, story comprehension, vocabulary, and word recognition skills.

Take the tests home or give them to the tester. They should be scored by hand and the results should be written on the Class Record Sheet and the Individual Student Index Cards which will be kept in the office files.

Fourth Session

Give the Basic Skills in Arithmetic Test Form A which measures achievement for grades 6--12. This test measures command of basic arithmetical operations with: integers, fractions, decimals, and per cents. Since that is the purpose of this test no time limit within which it must be completed by all students should be established.

Preparations should be made so that students can do independent reading work as they finish the tests. Most of the students will be finished in one hour, but if they are not there is no need to become distressed. The independent work should involve vocabulary building, sentence construction and any other meaningful independent work which has been assigned.

These tests should also be hand scored and the information recorded as suggested before. In addition the Diagnostic Class Record Sheet for The Basic Skills in Arithmetic Test should be filled out. After this has been done the teacher will be able to see exactly what skills in arithmetic that the student needs further work in. Thus, for each student a plan should be made for use of arithmetic material, so that at the next class meeting the appropriate material can be introduced.

Fifth Session

Continue reading work with 'Words in Color' material. Students should begin writing their own stories and should have developed a fair vocabulary. Reading work with adults can proceed faster than with children because the adults will be able to call upon their experience to help them develop meanings and to construct meaningful sentences and units of thought.

If a student did very well on the Basic Skills in Arithmetic Test you may start him on Temac 'Seventh Grade Mathematics'. He will study these materials at home.

Sixth through Twenty-fifth sessions

Finish up formal reading work with the Words in Color materials. At the end of these sessions the students should be able to read most materials with a small amount of difficulty. Besides using the Reader's Digest materials as supplementary reading materials newspaper articles, magazines and library books can be used. Effort should be made to encourage the students to help in the choosing of materials to be read.

Do not forget that along with their reading work they should be continuing their arithmetic work. This means that the student should be given Figure It Out Books, Temac Math materials based on individual levels of achievement. Encourage the students to ask for help in math during class time if they encounter any particular difficulties. This will allow for even more class participation. Also what a student feels is his individual problem may turn out to be a problem for everyone. Most of the math work will have to be done at home for there are a gross of concepts and processes to be understood in a very short time period.

It is hoped that the teacher will have made as a part of her reading program the vocabulary necessary for the student to be able to read and comprehend the Illinois and U.S. Constitutions.

Twenty-sixth Session

Give the SRA Reading Record Test. This measures achievement in reading for grades 6-12. It tests rate of reading, reading comprehension, everyday reading skills and reading vocabulary. It will take about 80 minutes to administer this test. It is very necessary that this test is timed properly because a variation of even five seconds can increase a score 10 points. This is one of the most important tests you will give because based on the scores you will know how much more reading instruction is necessary.

This test will be scored by the students. Not only will the proper information be recorded on the Class Record Sheet and the Individual File Cards but they must be carefully recorded on the Self-Interpreting Profile for the DRA Reading Record.

It would seem that this is a good time to have a class discussion centering around how the participants feel the class and their progress is developing.

Twenty-seventh Session

At this time you should be able to introduce work with the Illinois Constitution. This material will allow you and the class to be very creative. Various articles and amendments can be used for class discussions. Students may want to give reports on the history surrounding various amendments and statutes. Newspaper articles can be collected which are related to Illinois government and politics. The Bill of Rights, The Preamble and such terms as referendum, suffrage, jurisdiction, how the constitution can be amended, and how often the legislature meets are just some of the things which should be stressed.

Although the subject matter is very dull, it would seem that this could lead to some exciting discoveries on the part of the students and teacher. This material will serve as a further stimulus for reading and will be one of the student's first encounters with difficult reading material which really requires an analysis as to what is relevant and what is non-relevant.

Twenty-eighth Session through Thirtieth Session

More time should be spent with the Illinois Constitution. Also an effort should be made to give individual help with the math work. Care should be taken to note whether the student is proficient in his use of the parts of speech. Exercises from the Practice for

Effective Writing Book may be used by writing various exercises on the board and letting the class work them out orally. Thus, all of the students will be profiting at the same time.

Thirty-first Session

Introduce the U.S. Constitution using the same procedures suggested above. Be sure that each student really understands the Bill of Rights and The Preamble. Perhaps each person could write a theme discussing what each of these sections means literally and what each means in terms of their own interpretations. These themes could be discussed in the next session.

Thirty-second through Thirty-fifth Sessions

Discussion of individual themes. Allow the students to write portions of their themes on the board for class discussion and class correction of any grammatical errors.

Much time should be spent with further reading and math instruction. By this time classical literature can be used for supplementary reading material.

Thirty-sixth Session

Give the Principles of Democracy Test. (grades 9-12.) It requires forty minutes to give this test. The test measures the students' grasp of democratic principles as interpreted in the United States. The nine basic topics covered include the Constitution, election procedures, and the branches of the federal government.

Spend the rest of the session discussing the test and the problems some of the students had with particular questions.

These tests should be hand scored and the results should be recorded on the proper forms. You should make a frequency distribution of the scores and of the errors. This will allow you to know what if any material needs to be reviewed in this area.

Thirty-seventh Session

Discuss the errors made on the test and the concepts involved. Let students talk about some things they would like to see in the federal or state constitutions. Ask them what procedures they would have to use to have their ideas incorporated into these documents.

Thirty-eighth Session

Give the Basic Skills in Arithmetic Tests form B. Use the same procedure as you did for Form B. Score it and record the scores. Remember that you will have to fill out another Diagnostic Class Record Sheet for each pupil.

As the individual students finish let them do some vocabulary exercises and some reading comprehension exercises.

Thirty-ninth Session

Give the Diagnostic Reading Tests Survey Section Part II forms A and B. This will take approximately two hours or it might take a little longer. Score this test and record the scores. Study the errors very carefully and evaluate pupil achievement levels.

Fortieth Session

Based on tests results, place the students in appropriate reading and arithmetic books. If you feel that you have some students who are ready set up appointments with them for them to take the sample high school diploma tests.

Those students who have shown that they are not ready to take a General Educational Development Test should be given materials to work on at home. A time should be set for them to come in and work with you. As they show themselves to be successful they should take sample high school diploma tests. Whenever a student has done well on these sample tests you should help him set up an appointment to take

the GED test. Your formal classroom work has been completed, but your job is not finished.

If you will remember, this class is a part of CORE's community organization program. Therefore, it is necessary that you develop some kind of follow-up procedure with your students. They possibly would want to meet and discuss community organization, tenanat councils, unemployed councils, and other problems. You feel a responsibility to help them set up meetings and to carry them out to successful conclusions. They might want to start canvassing in the neighborhood, work in the center, or maybe help teach the next literacy class. In other words this program has not been developed simply to upgrade the culturally isolated community. If the education they have received in this class is not put to some use other than a further development of book learning we will have helped to create another generation of intelligent "do nothings".